

1915

Seventh Annual Catalogue of Illinois Holiness University 1915-1916

Olivet Nazarene University
Olivet Nazarene University

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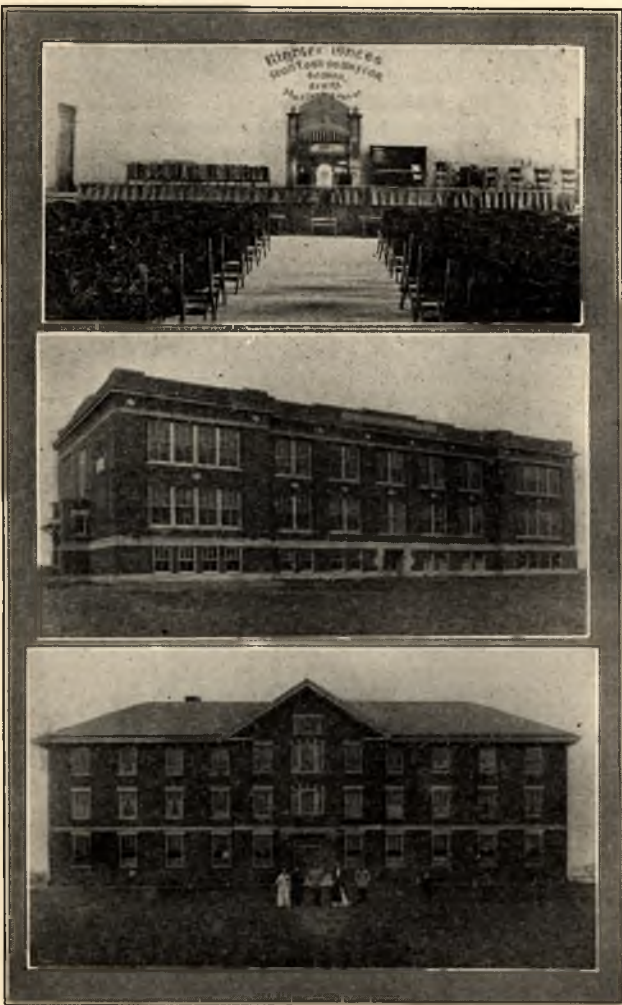


CATALOGUE

1915-1916

Olivet, Vermillion County, Illinois

L.T. Mills - Expression?



Top—Chapel. Middle—Administration Building.
Bottom—Girl's Dormitory.

Seventh Annual Catalogue
of
Illinois
Holiness University

For 1915-1916

"Loyalty to Christ and the Bible"



Olivet, Vermillion Co.,
Illinois

Contents

Academy	53
Department of Instruction.....	54

Entrance Requirements.....	53
Graduation	53
Outline of Courses.....	54

Board of Trustees.....	8
Calendar	7

College of Liberal Arts.....	32
Admission Requirements.....	32
Advanced Standing	33
Departments of Instruction.....	36
Graduation	33
Outline of Courses.....	35

Faculty	9
---------------	---

General Information	17
Admission	18
Book Store.....	26
Examinations and Reports.....	20
Equipment	20
Expenses	24
Location	17
Laundry	26
Literary Societies	23
Registration	19
Religious Services.....	21
Social Life.....	22

General Regulations.....	27
--------------------------	----

Contents

Grammar School	87
<hr/>	
History of the University	13
Beginnings	13
Buildings	16
Campus	15
Purpose	14
<hr/>	
Normal School	71
Departments of Instruction	72
Outline of Course	72
<hr/>	
Student Roll	90
<hr/>	
School of Commercial Science	83
Description of Courses	85
Outline of Courses	84
<hr/>	
School of Music	78
Departments of Instruction	80
Organizations	82
Recitals	81
<hr/>	
School of Oratory	74
Departments of Instruction	75
Outline of Courses	75
<hr/>	
School of Theology	61
The Bible College	61
Departments of Instruction	64
Outline of Courses	63

Calendar

1915-1916

September 13, Monday....	Entrance Examination
September 14, Tuesday....	Registration of Students
September 15, Wednesday...	Class Work Begins
November 25, Thursday....	Thanksgiving Vacation
November 25, Thursday....	Annual Program Alathian Lit- erary Society
December 18, Saturday....	Music and Expression Program
December 20, Monday.....	Christmas Vacation Begins
January 3, Monday.....	Christmas Vacation Closes
January 26, Wednesday....	Semester Examinations Begin
January 28, Friday.....	First Semester Ends
January 29, Saturday.....	Oratorical Contest
February 1, Tuesday.....	Second Semester Registration
February 2, Wednesday....	Class Work Begins
February 22, Tuesday.....	Annual Program Philathian Literary Society
March 27, Monday.....	Spring Vacation Begins
April 3, Monday.....	Spring Vacation Closes
May 30, Wednesday.....	Semester Examinations Begin
June 4, Sunday.....	Baccalaureate Day
June 5, Monday..(Grad- ates Program).....	Conservatory Day
June 6, Tuesday..(Grad- uates Program).....	Academy Day
June 7, Wednesday (Grad- uates Program).....	College Day
June 8, Thursday.....	Commencement

Board of Trustees

Term Expires 1917.

Elias S. Benner.....Olivet, Ill.
Rev. Elmer G. Anderson.....Olivet, Ill.
Rev. Noah B. Herrell.....Olivet, Ill.
Dr. M. F. Gerrish.....Seymour, Ind.
Clark W. Surber.....Chicago, Ill.

Term Expires 1916.

Rev. L. Milton Williams.....University Park, Iowa
Edwin S. Cunningham.....Mansfield, Ill.
Henry C. Wilson.....Olivet, Ill.
Will T. Richards.....Olivet, Ill.
Frances E. Richards.....Olivet, Ill.

Term Expires 1915.

Rev. Wm. R. Cain.....Wichita Kans.
P. F. Moore.....Danville, Ill.
W. M. Creal.....Warren, Pa.
Rev. I. G. Martin.....Chicago, Ill.
F. M. Messenger.....Chicago, Ill.

Executive Committee

L. Milton Williams, Elias S. Benner, Elmer G. Anderson,
Henry C. Wilson, Clark W. Surber, The President of the
University.

Officers of The Board

L. Milton Williams, Chairman
Elias S. Benner, Vice Chairman
Elmer G. Anderson Secy. and Treas.

The Faculty

A. L. WHITCOMB, B. S., M. S., D. D.
President
Philosophy

HENRY R. WARNER, Ph. B., A. M.
College Mathematics, Education

REGINALD J. ASHBAUGH, A. B.
College Latin, Greek, Hebrew

JOSHUA ELVIN HOOVER, Ph. B.
Science

HERBERT SHELDON HESTER, A. B.
College History, English

EDGAR P. ELLYSON, D. D.
Theology, Psychology

REV. M. EMILY ELLYSON
Bible, Ecclesiastical History

ESTHER CARSON, Ph. B.
Spanish

THOMAS S. GREER, B. S.
Academy Mathematics, History

GWENDOLENE FRATER, A. B.
German, French

The Faculty

RUTH SAWYER, A. B.

Academy English, Latin

MARY C. CUSICK, P. E. B., P. H. B.

Expression, Physical Culture

MRS. EMMA R. ASHBAUGH

Director of Music

Piano

MRS. LENA GOOKIN

Piano

VERNA SKELLEY, B. M. U. S.

Voice, Violin

DANA AVERILL

Art, Mandolin

MARY M. COYLE

Principal Grammar School

JESSIE PEED

Assistant Grammar School

MARY NESBIT

Primary

HERBERT SPENCER KEISTER

Bookkeeping, Penmanship

The Faculty

NAOMI V. ANDERSON

Shorthand, Typewriting

P. F. MOORE

Physical Culture for Men

MRS. MARY WARD

Dean of Women

REV. GEO. WARD

Dean of Men

MRS. EMMA TRAIL

Monitor of Study Hall

RUTH M. WHITE

Librarian

PRESIDENT'S CABINET

A. L. WHITCOMB, President

HENRY R. WARNER

REGINALD J. ASHBAUGH

JOSHUA ELVIN HOOVER

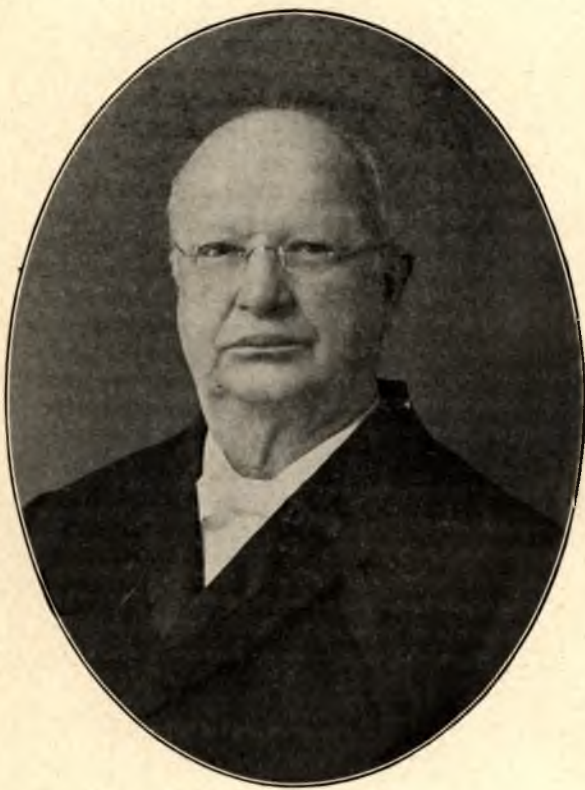
HERBERT SHELDON HESTER

EDGAR P. ELLYSON

THOMAS S. GREER

MRS. EMMA R. ASHBAUGH

MARY M. COYLE



Edward F. Walker
President Emeritus

Illinois Holiness University

History.

The Illinois Holiness University is the outgrowth of a deep conviction of a great need, born of prayer and faith in God. Certain men who had been led into the experience of heart holiness, and thus into deep fellowship with Jesus Christ in His purposes for the world, seeing that the Bible and religious teachings were practically eliminated from the public schools, and that, under these circumstances, not even the proper standards of morality could be maintained; also seeing the prevalence of destructive higher criticism in the colleges and universities by which the principles of our holy faith were being undermined, felt that something different should be provided for the education of their children, and the children of their neighbors who were of like precious faith. Accordingly during the fall of 1907 a small school was opened in a residence building in Georgetown, Illinois.

This small school, of course, did not satisfy; and the next year the present location, midway between Georgetown and Ridgefarm on the Interurban car line, was selected. Forty acres of fine land were secured and fourteen acres laid off as a campus, and the rest subdivided into residence lots. A small, three-room, frame building was erected, and the school enlarged to an Academy. Later other land was secured, a part of which was reserved for a campmeeting ground.

The school prospered as an Academy; but the Trustees were looking ahead and planning for greater things. The next year a large, three-story, brick building was erected,

the present girls dormitory, and the College of Liberal Arts was added.

The school quickly outgrew this building and another, the present Administration Building was erected and finally completed the summer of 1913, though part of it had to be used the year previous.

It was thought by those in control that the school should be placed under the care of some church to insure its permanency and greater usefulness. Accordingly, the Spring of 1912, it was tendered to the Pentecostal Church of the Nazarene, which church accepted the gift, and assumed control. The school is now, according to its charter, incorporated as the property of this church.

The history of the school has been one of marked success, and the outlook for the future is very bright. Many friends are being raised up to support the work, both financially and in personal effort. Olivet is destined to be one of the great centers of holiness. The enrollment during the past year has been the largest in the history of the institution. There has been a marked advance along all lines.

Purpose.

"The chief end of man is to glorify God and enjoy Him forever". The great purpose of any true educational institution must be to assist men to meet successfully this end. Our desire is to provide opportunities that will develop all that is best in man; to establish a strong center of spiritual power and holy culture that will flow forth as a mighty stream of influence to the four quarters of the earth; to help young men and women to an equipment that will enable them to successfully fill the different vocations of life and promote the kingdom of Christ.

While exalting the intellectual we magnify the spiritual. We seek the strongest scholarship and the deepest piety, knowing that they are thoroughly compatible. The officers

and teachers seek to impress upon the students the necessity of obedience to Christ, as well as high scholastic attainments. We seek to train, not a mere animal to do work in this world, but a man to live triumphantly and serve successfully in this world and the next.

We seek to give the Bible its rightful place in the work of education. One authority is not sufficient to give the needed assurance of certainty. In the mouth of two or three witnesses shall all things be established. So far as its power of revelation reaches, nature is a reliable source of information, and is the only one considered in the modern schools. But nature alone is insufficient. The Bible is also authoritative source of information, and we take it with us in all our work. It is most valuable in history, literature, science, and philosophy, as well as in theology. We consult both of these authorities freely, and base our teaching upon their combined revelations.

We purpose then under the best possible Christian environment to have an institution of strong scholastic standing where a full faith in Christianity will not be endangered but will be strengthened, a place where one can be morally and religiously safe while securing the best culture, where not only knowledge but character is sought.

The Campus and Park.

The campus is a beautiful tract of about fourteen acres covered with nature's green, clover and blue grass. On the east side are the athletic fields, one for boys and one for girls, with the President's home between them. This part of the campus is separated from the rest by Vermilion street which runs north and south. The two large school buildings are located at the east side of the main campus and face to the west. A large walk extends from the Administration Building across the campus to the Interurban car track, which runs along the west side.

The park is just across the street west and a little north

of the campus. This is a handsome wooded grove of more than thirty acres, a magnificent camp ground with a splendid Tabernacle near the northeast corner. Here the Chicago Central District Assembly holds an annual camp-meeting, which is largely attended.

Building.

Administration Building. This handsome brick structure, trimmed in white stone, probably has no equal in the holiness movement. It is 90x140 feet, and is three stories high, containing offices, recitation rooms, library, museum, and laboratories, also an auditorium with a seating capacity of eight hundred, and gymnasiums for boys and girls. This building is modern in detail, and cost complete about \$50,000.

Girl's Dormitory. This is a beautiful three-story brick, trimmed in white stone, 40x120 feet front, with an ell 40x40 feet, and contains fifty excellent student rooms, a spacious dining hall, kitchen, store-room and basement. It has four entrances with double doors, and three stairways, and eight sets of toilet rooms complete, with hot and cold water. The building is heated by steam and lighted by electricity. There is a large reception room on the second floor. In each student room there is a wardrobe, table, dresser, wash-stand, bed, mattress, chairs, wash-bowl, pitchers, rugs, etc. The building complete cost about \$30,000. It would be difficult to find a more handsome and convenient and comfortable dormitory than this one. Our girls need not be exposed to the weather in any respect. The dormitory is a real home for them and they enjoy it as such.

General Information

Location.

Olivet is located in a most beautiful part of Illinois, in the great corn belt, with fertile fields, splendid orchards, and beautiful groves all around it; about half way down the state, near the Indiana line, twelve miles from the Wabash river, and one-half mile from the Little Vermilion; it lies midway between Georgetown to the north and Ridgefarm to the south, villages of about two thousand, and is thirteen miles south of Danville, a city of forty thousand.

Olivet is a village of between fifty and sixty residences. No cleaner town morally can be found. Almost the entire population are earnest Christians. Every foot of land sold, carries with it a deed forbidding the sale or giving away of tobacco, liquors, and opiates. The voice of song and praise is frequently heard.

How To Reach The University.

The University is reached by Interurban cars, which run from Danville to Ridgefarm. Four railroads come into Danville; the Big Four, Wabash, Chicago & Eastern Illinois, and Chicago & Eastern Indiana. In Danville there are city street car connections to the Interurban Station. See a baggage man and have your trunk transferred to the Interurban Station. Come out to Olivet on the Ridgefarm car, which leaves the station at the even hour. Two railroads come into Ridgefarm, the Cairo branch of the Big Four, and the Toledo, St. Louis & Western. Upon arrival at either of these depots, walk a few blocks east, and get the Interurban to Olivet.

We have our own Postoffice, and all mail and parcel post packages should be addressed to Olivet. Freight and express should be addressed to Georgetown, Ill. Prepaid freight may be billed to Olivet, via the Illinois Traction Company.

Admission.

Students are expected to arrive not later than Monday evening, September 13th. New students who have any questions as to their course of study should come earlier and avail themselves of the opportunity of consultation with the Committee on Classification. Boarding pupils from a distance should reach the school Saturday evening September 11th, in order to avoid Sunday travel, but should not arrive before Saturday without special arrangements, as the boarding hall will not be open until then.

The Committee on Classification will meet Monday, September 13th, from 9 a. m. to 5 p. m., to consult new students and assist them in arranging their courses. Those desiring credit for work done in other schools must present properly signed credentials indicating the exact work covered. Such certificate must be presented at the time of registration. A diploma to be accepted should be accompanied by a statement of the work done. Persons who can not furnish certificates of standing will be accorded the necessary entrance examination.

The school is not a reformatory, and we can admit only those who will furnish us a certificate of good character and will agree to co-operate with us in securing the great ends of the Institution, righteous character and holy culture. Those who have been uncontrolled at home should not be sent here for reformation. Any who develop a disposition of rebellion or carelessness as to their studies will be asked to retire.

Registration.

All students register at the beginning of each semester. Tuesday of the first week is registration day. The hours of registration are from 8:30 to 11:45 a. m., and 1:00 to 5:00 p. m.

Every effort should be made to be present and register on the day appointed. The late comer makes extra work, disturbs the class, and is at personal disadvantage. An extra registration fee of one dollar will be charged those who are belated in their registration. Registration cards properly filled out and signed must be filed with the Registrar not later than the second day after the day of registration.

All, so far as possible, should register according to the prescribed course. Great care has been taken in arranging these courses, and it will be found most advantageous to be regular.

No student will be allowed to drop a subject once entered upon without the consent of the President. Students desiring to make any change in their registration must do so by petition signed by the instructors concerned and approved by the Dean or Principal of the department. Petition blanks for this purpose may be obtained at the Registrar's office. The student will be regarded as a member of the class until notified by the President that the petition has been granted.

In the Colleges, fifteen hours will be considered a semester's work. No regular student will be allowed to take less than thirteen or more than eighteen hours without special permission. Any one registering for a less number of hours will be given standing as a "Limited" rather than a regular student. If a student registers for electives only in any one department he or she will be classified as a "Special", or if the electives are taken from different departments, as "Unclassified".

Class standing is reckoned according to the amount of

credits in hours. The minimum credit for Sophomore standing is 26 hours, for Junior 56 hours, for Senior 86 hours.

Examinations And Reports.

Regular tests are given every six weeks, and examinations at the end of each semester. The semester grade is made up by averaging the daily recitation, the tests, note book work when required, and the end-semester examination.

Each student will be given a report card showing his standing in each subject at the close of each six weeks period. A report for the semester will be sent to the parent or guardian.

Examinations or tests may be taken out of the regular time only in cases of necessity, and in such cases a fee of one dollar for each examination will be charged. A written permit for such examination showing the fee has been paid must be secured from the President and presented to the teacher before the examination is taken.

Equipment.

Laboratories. The Physical Laboratory is supplied with a sufficient amount of apparatus for good student work, and with a number of instruments for special demonstration and general use. Among them are a vacuum and pressure pump, model engine, and dynamo, Wimshurst Machine, X-ray and wireless apparatus, spectroscope, telescope, etc.

We also have a very fine microscope for Biological work and a few instruments for Psychological demonstration.

The Chemical Laboratory is fitted with the necessary water, gas, electricity, chemicals, and apparatus for doing standard work, in the course given.

Library. We do not have a large, but we have a well-

selected list of books covering a wide range of information. The library has been selected with special reference to research work for the different departments. The reading room contains the best current literatures, and well-chosen journals and reviews in the field of Biblical research, missions, history, philosophy, education, economics, etc. The room is large, well arranged and well lighted.

Museum. At the meeting of the Chicago Central District Assembly, held at Olivet the fall of 1913, Mrs. Phebe Jewel Epperson felt led to present to the University her large collection of specimens and curios. Others caught the inspiration and offered to make certain contributions. A room on the third floor of the Administration Building has been beautifully decorated and arranged for this purpose and we have the beginnings of what we hope to make a large and very useful Museum. Already we have some very valuable geological, botanical, and zoological specimens with a number of curios from our own and other lands.

Gymnasium. For the best mental and spiritual development a sound, healthful, well-developed body is necessary. We encourage our pupils to take plenty of outdoor exercise. We have two athletic fields, one for the girls and one for the boys. Two separate rooms in the basement of the Administration building, about 40x60 feet in size, are set apart as gymnasiums. Connected with each are toilet rooms, and shower baths.

Religious Services.

The Illinois Holiness University admits no education separated from Christianity. The same careful attention is given to the cultivation of the spiritual life of its students as is given to their intellectual and physical development. It has positive convictions as to the essentials of Christianity and the inspiration of the Bible, and allows no compromising teaching. It purposes the salvation of all students

and the keeping of them in the glow of personal religious experience. The blending of a holy dignity, holy enthusiasm, perfect freedom in divine manifestation and Christian fervor is encouraged. The glory of the Lord must crown all of the work.

There are three or four services held each Sabbath in the University Chapel: The Sunday School at 9:30 a. m., preaching at 10:45 a. m., with an occasional afternoon service, and preaching at 6:30 p. m. Both students and citizens attend and support all of these services.

On Monday evening at 6:30 o'clock is held the Student's Praise Meeting. This is a service of prayer and praise, lasting only one hour.

On Tuesday and Thursday evenings two assembly meetings are held, one for the young men and one for the young women, at which time beside prayer, some one appointed gives a short exhortation. Also a regular missionary band meeting is held every week.

The Chapel exercises are held every school day for forty-five minutes just before the noon hour. These services are devotional, expository, and evangelistic. Brief addresses are given by the president, members of the Faculty, or visiting friends, with an occasional service of praise. This feature is very helpful to the religious life of the student.

The different class sessions are opened with prayer and an atmosphere of devotion, loyalty to the Bible, and spiritual freedom is sought everywhere.

Social Life.

One can not well escape being in society. It is part of addresses are given by the President, members of the praise. This feature is very helpful to the religious life an education to learn to conduct oneself correctly in the presence of others. Young men and young women should know how to respect and treat each other properly, and each to keep in his or her right place. A mere formal etiquette may be cold, but one who has not learned correct

manners is but poorly educated. This can not be learned by the study of rules alone.

We have no desire to kill the pure social instinct, but seek to train it rightly by proper restriction and direction. The young men and women are together in the class recitation, the dining room, and most of the religious services, and are required to be polite and reserved. An occasional social is held under the care of the Faculty.

Christian courtesy is most essential to the success of the Christian worker, and is attractive and desirable in every walk of life. Frequent talks are given on proper behavior in the various situations in which one may be placed. We seek to maintain an atmosphere of culture, refinement, and ease throughout the institution.

Literary Societies.

The boy or girl who has gone through college without the privilege of a literary society or debating club has lost a valuable chapter out of his life. The refining influences, the ease of posture before an audience, the ability to think and express one's self on the floor, the parliamentary drill, the research, and the drill in English in the writing of the essay and oration, and many other influences and practices of such organizations, render them indispensable to the best results of a student's life.

All Academy and College students are expected to take part in the Literary work. A sufficient number of societies, according to grades, will be organized to give each pupil the opportunity of good work. Each society is under the special care of a member of the Faculty.

Occasional public programs are given, which are both instructive and entertaining.

Expense.

Matriculation fee, once for all, upon entering.....	\$ 2.00
Registration fee, per semester.....	1.00
Library fee, per semester.....	.50
Athletic fee, per semester.....	.50
Tuition, College and Academy, per semester.....	20.00
For ten hours or less, per semester hour, \$1.75	
Intermediate School (7th and 8th grades)	
per semester.....	14.00
Primary School, per semester.....	7.00
Board and room, (two in room) per week.....	3.50
Board and room (one in room) per week.....	4.00
Board without room per week.....	2.75
Single meals.....	20
Room without board, (two in room) per week.....	1.00
Room without board, (one in room) per week.....	1.50

Music.

Any instrument or vocal for those taking music only:

One lesson per week (30 minutes) per semester.....	\$14.00
Two lessons per week (30 minutes) per semester....	25.00

For those registered in other departments:

One lesson per week (30 minutes) per semester.....	10.00
Two lessons per week (30 minutes) per semester....	18.00
Harmony, in classes, per semester.....	7.50
Sight Singing or Chorus, per semester.....	4.00
History of Music, in classes, per semester.....	5.00
Piano rent, one hour a day, per semester.....	4.00
Piano rent two hours a day, per semester.....	6.00

Expression.

Private lessons, one lesson per week, per semester..	\$10.00
Private lessons, two lessons per week, per semester.	18.00

Commercial.

Bookkeeping, per semester.....	\$10.00
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Shorthand, per semester.....	15.00
Typewriting,	15.00
Any two, per semester.....	20.00
All three, per semester.....	30.00

Special Fees.

Laboratory, Academy Physics or Biology per	
semester	\$1.50
College Physics or Biology, per semester	2.00
College Chemistry, per semester.....	2.50
Special examinations in any study.....	1.00
Graduation, College of Liberal Arts, Advanced Bible	
courses	5.00
Academy, Music and Expression Certifi-	
cates	2.50
Christian Worker's Course.....	2.50

Terms.

Tuition is due by the semester in advance, board and room by the half semester in advance. Students unable to comply with this will be required to give a note bearing six per cent interest, and with acceptable security. A deduction of 12½ per cent is made on tuition when three or more students register from one family.

No fees will be refunded. No deduction will be made for absence for any cause for the first or last two weeks of any semester. No student will be charged for less than one month's tuition if he attends classes any part of the month. No money will be refunded to a student who is expelled, suspended, or who leaves on account of discipline. If private lessons in music or expression are missed by the fault of the teacher or school they will be made up, but not if they are missed by neglect on the part of the pupil.

All boarding students, unless for satisfactory reason the President allows other arrangements, will board in the

University Dining Hall and room in the Dormitories. Each student will be expected to furnish one pair of sheets, pillow cases, a pillow, towels, blankets, comfort, comb, brushes, soap, napkins and napkin-ring.

Laundry.

We have a steam laundry for what is commonly known as "home washing". The prices are very reasonable, and the laundry furnishes work for a number of girls who make part of their expenses that way. For finer laundry work, such as collars, cuffs, men's dress shirts, etc., there is a college agent who handles such at regular prices.

Book Store.

The University book store is in the Administration Building. All text-books used may be had there, as well as stationery, tablets, pencils, pens, inks, erasers, post cards, stamps, pennants, etc. Students should arrange to pay cash for what they purchase at this store.

General Regulations

In every well-regulated society there must be certain rules, written and unwritten, by which harmonious action is secured. The purpose of the following rules and regulations is not to place the student under restraint, except as he may desire to do wrong, but to so adjust our united action as to be the most helpful to all. We trust there may be a cheerful compliance with each rule on the part of all. We expect to enforce these rules, and unless you expect to keep them do not come.

1. The school hours are from 8:15 a. m. to 12:00 m.; 1:00 to 4:00, and 7:00 to 10:00 p. m. During these hours there must be strict attention to school duties, usually study and recitation. Academic students will study in the Academy rooms during the day periods, from 8:15 to 11:15 a. m. and 1:00 to 3:15 p. m. All will attend the chapel service at 11:15 to 12:00 a. m. From 2:00 to 4:00 p. m. on Sunday will be quiet time for private devotion. During the Quiet Time there must be no running about the buildings or grounds, but all must remain quietly in their rooms, unless attending an afternoon service. The attendance upon the two regular Sunday services and the Monday night students praise meeting is required of all.

2. Students not living at home must room and board at the University, unless otherwise arranged with the President. Spending nights out of one's room, or visiting the room of another during the study hours, without permission, is positively forbidden. Students must not change their rooms without permission from the matron

or monitor, with the approval of the President. No rooming out will be allowed except in cases where the student does so in order to work for his room or board. Should all the rooms in the Dormitory be taken then outside rooming will be allowed but only at places approved by the President and where there is an agreement to keep the rules as in the Dormitory.

3. Rooms must be kept neat. Beds must be made up before the study hours begin in the morning and the room be ready for inspection by the officers at 8:15 a. m. Lights must not be left burning when the student leaves the room, must be put out at 10:00 p. m. and not turned on before 5:00 a. m. Unless special permission is given all boarding students must retire by 10:00 p. m.

4. No pupil will be received into this school whose connection with any school has been dishonorably severed, unless former difficulties are set right.

5. The building must not be marked, cut, or otherwise defaced. Broken dishes, window-glass, light globes, etc., must be replaced.

6. We regard the commingling of young men and women in an educational institution as helpful to both; yet it should be remembered that the demand and proprieties of school life will not permit the same social privileges that might be enjoyed at home. While observing the ordinary usages of politeness students should refrain from such association with each other as will attract attention. Young men are not to visit young ladies in their rooms, nor accompany them to and from services, about the campus or elsewhere. Should there be necessity for special privilege, permission must be obtained from the Matron, or President, but such privileges must be rare. No social functions of any kind shall be held among the students, boarding or resident, during the school term except under the direction of or by permission of the President, or Faculty Council.

7. All immoral conduct, such as gambling, card-playing, swearing, lying, stealing, hazing, drinking intoxicating liquors, using tobacco, using obscene language, etc., is positively forbidden. We can not allow boisterous conduct, such as wrestling, scuffling, loud talking, etc., in or around the building during study hours. Students must be courteous to one another. Disrespectful words or conduct toward a teacher or officer will not be tolerated.

8. Students must be neat in person and dress in a becoming manner, avoiding gaudy apparel and extreme styles, especially those which expose the person.

9. Students must be prompt at classes, chapel, the study hall, and all public services and all absences and tardiness must be accounted for. All excuse cards will be issued by the President and countersigned by the teacher or monitor, and must be presented for such signature at the first class session following the absence. No student may enter the chapel at the morning service after the final bell has sounded. A weekly report will be required of each student relative to attendance and deportment. Those who have attended the required Sunday and Monday night services, and been on time will report "A"; those who have been tardy at any service, if unexcused will report "F plus"; if excused report "E plus"; those who have been absent from any service, if unexcused will report "F", if excused "E".

10. Work missed by absence from the class session must be made up, but such work, except in very rare cases, can not be given credit equal to that where the class is attended. Each unexcused absence will count off one per cent, and each unexcused tardiness one-half per cent on the semester grade. No student will be allowed a passing grade in classroom work whose record of class attendance does not equal 85 per cent of the total number of hours scheduled for the course.

11. No student is allowed to give or take instruction in

any branch from any teacher not belonging to the school during the school year without the consent of the Faculty Council.

12. Students who have hours assigned for piano practice are expected to be in the practice room *alone* and to spend the time faithfully in practice, being punctual in beginning and closing. A record will be kept and faithfulness in practice, will be a condition in receiving a certificate.

13. Boarding students are not allowed to leave the Campus without permission.

14. Any student, before quitting the school, is required to notify the President and make a settlement of any unpaid bills. A failure to do this prevents an honorable dismissal.

15. Persons arriving at the school a few days before the opening or remaining during vacations are under the control of the school and must observe the regulations.

16. No students will be allowed to hold office in any of the College organizations whose grades fall below C in the six weeks standing, and in no case can they hold office in more than one such organization at a time.

17. Students registered for regular work in the Academy, College of Liberal Arts, or Bible College will be permitted to take work in music or oratory provided a high grade of daily work is maintained.

For the violation of these rules penalties will be assigned in the form of demerits, reprimand, suspension, or expulsion. At least one demerit will be given for each violation, more may be given where the offense justifies it. Twenty-five demerits will be followed by a public reprimand, fifty by a notification of the parent or guardian, seventy-five by suspension and one hundred by expulsion. If the circumstances justify it, the President or Faculty Council may expell a student for one vicious or scandalous act. If a pupil's influence is active in leading others astray he may be asked to quietly withdraw from the school.

These rules must be observed by all. (Students living at home, on account of home duties may sometimes find it difficult to keep the exact school hours but they will be expected to do so as far as is possible.) There will be no suspension of any of them except by decision of the President. The Illinois Holiness University is not a reformatory institution. Boys and girls known to be unmanageable at home will not be received here, as one bad boy or girl will injure the whole school, and the extra time and strength given to such should be given to others who are more worthy.

College of Liberal Arts

Admission Requirements.

Fifteen units of regular High School work are required for entrance to the College of Liberal Arts, a unit being a subject pursued daily, with at least a forty-five minute recitation, for a school year of at least thirty-six weeks.

Graduates from accredited High Schools and Academies will be admitted without examination in the subjects for which they present properly signed certificates of standing. Diplomas alone will not be sufficient.

Graduates from the Academy of the Illinois Holiness University will be admitted to the Freshman Class without examination.

Entrance examinations will be given those who wish to satisfy the entrance requirements and can not furnish satisfactory certificates.

Admission Subjects.

Fifteen units from the following subjects will satisfy the entrance requirements:

English	3 to 4	Ancient History	1
Latin	2 to 4	Med. and Mod. History..	1
Greek	1 or 2	English, Roman, Greek	
German	1 or 2	or Hebrew History...	1
Spanish	1 or 2	American History and	
Algebra	1 or 2	Civics	1
Plane Geometry	1	Physical Geography and	
Drawing	1	Botany	1
Physics	1	Physiology	1
Chemistry	1	Subjects not specified...	2

The student shall include in the fifteen units offered at least three units of English, one of Algebra, one of Geometry, two of History, two of Science, three of Foreign Language. For the Classical Course three units of Latin and one of some other language should be offered. For the Philosophical or Literary Courses four units of English and three of History should be included.

Under the heading "Subjects not specified", such as Expression, Bookkeeping, History of Music, Commercial Geography, Commercial Law, etc., may be presented at the discretion of the President. Where but one year in any language is offered it must be accompanied by two years of some other language to be accepted.

A deficiency of not more than one unit will not prevent one from registering in the College of Liberal Arts; but all conditions must be removed before the Junior Year.

Advanced Standing.

Advanced standing will be given students who present certificate of work done at other institutions of like grade, together with certificate of honorable dismissal from the college previously attended.

No student may receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted, and the remainder will be accredited toward graduation.

Requirements For Graduation.

One hundred and twenty units are required for graduation. The college unit is a semester hour, one hour of recitation or lecture with preparation for the same, during one semester. In laboratory courses the period is usually twice as long as the regular recitations.

No student will be graduated who has not spent at least one year as a resident student, or who is deficient in moral

standing.

The student has the choice of four different courses, each leading to a degree, i. e., Classical (B. A.); Scientific (B. S.); Philosophical (B. Ph.); and Literary (B. L.). In these courses there are certain required studies and the remainder of the one hundred and twenty units are electives. In each a certain number of the electives will be governed by the character of the course, and the remainder will be free electives.

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course, or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the study, a class may be formed for any number whatsoever.

Outline Of Courses.

Freshman Year.

<i>Classical</i>		<i>Philosophical</i>	
Latin	3	Philosophy	3
Greek	3	History	5
English	3	English	3
Mathematics	5	Language	3
Bible	1	Bible	1
<i>Scientific</i>		<i>Literary</i>	
Science	5	English	5
Modern Language	2	History	2
English	2	Mathematics	5
Mathematics	5	Electives	2
Bible	1	Bible	1

Sophomore.

<i>Classical</i>		<i>Philosophical</i>	
Latin	2	Philosophy	3
Greek	2	History	3
English	2	English	2
History	3	Elective	3
Electives	5	Mathematics	3
Bible	1	Bible	1
<i>Scientific</i>		<i>Literary</i>	
Science	5	English	5
Modern Language	2	History	3
English	2	Econ. or Sociology	3
Electives	5	Electives	3
Bible	1	Bible	1

Junior Year.

<i>Classical</i>		<i>Philosophical</i>	
Language	3	Philosophy	3
Greek	2	History	3
English	3	English	3
Economics	3	Electives	5
Electives	3	Bible	1

<i>Scientific</i>		<i>Literary</i>	
Science	5	English	5
Modern Language	3	History	3
Mathematics	3	Science	3
Electives	3	Philosophy	3
Bible	1	Bible	1
		Senior Year.	
<i>Classical</i>		<i>Philosophical</i>	
Language	2	Philosophy	2
Greek	3	History	5
Psychology	3	Electives	7
Electives	6	Bible	1
Bible	1		
<i>Scientific</i>		<i>Literary</i>	
Science	5	English	5
Modern Language	2	History	2
Mathematics	2	Electives	4
Electives	5	Psychology	3
Bible	1	Bible	1

Departments of Instruction

Bible.

- Bible Ritual.** One hour, first semester.
A study of the Ritualism of the Old Testament, the Temple and its service, with a view of its revelation of God and salvation. A study of Old Testament ceremonies in the light of New Testament teaching.
Text: Portions of *Exodus Leviticus* and *Hebrews*
Reading: Edersheim's, *The Temple*.
- Prophecy.** One hour, second semester.
A general survey of the prophecies as they reveal God's plan in the ages, especially our Lord's return. Prophecy fulfilled in the Empires of Babylon, Medo-persia, Greece, Rome; the times of the Gentiles and the restoration of the

Jews; the church in the world's history.

Text: *Daniel, Revelation*, and other Bible portions.

- New Testament Theology.** One hour, both semesters.

A brief but careful study of the main doctrines of a part of the New Testament, their historical developement, organic unity, and adaptation to meet the spiritual need of man.

(a) Johannine Theology, the teachings of the apostle John as found in the fourth Gospel, the three epistles of John, and the Revelation, will occupy the first semester.

(b) Pauline Theology, the teachings of the apostle Paul as found in his fourteen epistles will occupy the second semester.

Text: Steves's *Johanne* and *Pauline Theologies*;

Reading: Steele's *Half Hours With St. Paul* and *St. John*.

- The Prophets.** One hour, both semesters.

The purpose of this course is to familiarize the student with the Old Testament Prophets, their writings, their times and their teaching.

(a) Isaiah will be the book studied during the first semester and special emphasis will be placed on its Messianic character.

(b) The Minor Prophets will be studied during the second semester. Special emphasis will be placed on the ethical teachings of Amos and Hosea.

Text: *Isaiah* and the *Minor Prophets*.

- The Psalter.** One hour, first semester.

Attention will be given both to the character of the writing and to the ethical and theological content.

Text: *The Psalms*.

- Proverbs.** One hour, second semester.

A careful study of this interesting but often neglected portion of the Bible.

Text: *The Proverbs*.

- Theology Of Holiness.** One hour, both semesters.

(a) A study of the Bible doctrine of Holiness, scriptural and philosophical, First Semester.

Text: Hill's *Holiness and Power*.

(b) A study of the Bible doctrine of the Baptism with the Holy Spirit, Second semester.

Text: Mahan's *The Baptism of the Holy Spirit*.

English.

1. **College Rhetoric** Three hours, both semesters.
An intensive study of the principles of rhetoric and composition; narration and description with illustrative readings; theme writing.

Text: Hill's *Principles of Rhetoric*.

2. **Early English.** Two hours, both semesters
A course in English Literature from the beginning to the Elizabethan Period, a study of Beowulf, Chaucer, Wycliffe, and Tyndale. Attention will be given to linguistic changes.

Text: Brooke's *History of Early English Literature*.

Assigned readings from the literature of the period.

3. **Seventeenth Century Literature.** Three hours, first semester.
A study of the literature of the Elizabethan period. Reading of representative poets, Spencer, Sidney, and Milton; and representative prose works, Bacon, Bunyan, Taylor, and others.

Text: Saintsbury's *History of Elizabethan Literature*.

Assigned readings from the literature of the period

4. **Eighteenth Century Literature.** Three hours, second semester.
Study and reading of Dryden, Swift, Addison, Burke, Pope, Gray, Burns, Johnson, Butler.

Text: Gosse's *History of Literature of Eighteenth Century*.

Assigned readings from the literature of the period.

5. Nineteenth Century Literature.

Three hours, both semesters.

The first semester, a study of the Romantic Movement with special study and discussion of Wordsworth, Scott, Coleridge, Byron, Keats. The second semester, a study of the Victorian Period. Study, papers, reports on Tennyson, Browning, Maccaulay, Carlyle, and Ruskin.

Text: Saintsbury's *History of Literature of the Nineteenth Century*.

Assigned readings from the literature of the period.

6. The Bible in English. Two hours, first semester.

The literary structure of the Bible, the characteristics of its poetry, prophecy, parable, and history. The different kinds of parallelism, the strong rhythm, the rich coloring, the remarkable figures, and other striking features will be noticed. Attention will also be given to the influence of the Bible on English Literature.

Text: Lectures and Discussions with assigned readings from Gardiner, Multon, Curry, and others.

7. Hymns and Sermons. Two hours, second semester.

A general survey of hymnology, the hymns of the church through its different periods. The study of the masterpieces of the great pulpit orators and sermon writers.

Text: Brown and Butterworth's *The Story of the Hymns and Tunes*, and assigned readings.

8. American Authors. Two hours, both semesters.

A study of American authors, a study of the literature as an interpretation of American life. Especial attention given to Irving, Bryant, Emerson, Hawthorne, Longfellow, Whittier, Lowell, Helen Hunt Jackson, Henry Van Dyke. Also a brief review of the colonial literature, the writings of Bradford, Smith, Winthrop.

Text: Assigned readings, discussions, and papers.

9. Shakespeare. Two hours, first semester.

His writings and his influence on English Literature.

10. Milton. Two hours, second semester.

A study of his greater poems, the style, the influence,

the theological ideas.

Text: Carson's *Introduction to the Works of Milton*.

11. **Browning and Tennyson.** Three hours, first semester.
Readings and quiz work.

Text: Carson's *Introduction to Browning*, Van Dyke's *Poems of Tennyson*.

12. **Argumentative Literature.**

Three hours, second semester.

The reading of great debates, a study of the basic principles in argumentation and persuasive composition, the drawing of briefs, the writing of defenses and discussion.

Text: Foster's *Argumentation and Debating*.

13. **Political Literature.** Two hours, both semesters.

A course devoted to the study of Burke's writings, his political philosophy and his place in the history of his times; the political writings of Bolingbroke and Johnson; the speeches of Fox, Chatham, Mansfield, Sheridan, Henry, Webster, Lincoln, and others. Largely a library course.

14. **Sacred Literature.** Three hours, first semester.

The poems of Frances Ridley Havergal; the prose writings of John Bunyan and Thos. A. Kempis; and other works to be selected.

15. **Literary Criticism.** Three hours, second semester.

The methods and principles of literary criticism treated from the historical point of view.

French.

1. **Elementary French.** Three hours, both semesters.

Careful attention to the fundamental rules of grammar, pronunciation, drill in hearing and writing French. Reading *L'Abbe Constantin* and other easy French.

Text: Frazier and Squaire's *French Grammar* Whitney's *Introductory Reader*

2. **Second Year French.** Two hours, both semesters.

Review of grammar; selections from modern and classic literature, the Romantic School; Victor Hugo's *Ruy Blas*

De Bornier's *La Fille de Roland*, Merimee's *Columba*, Sand's *La Mare au Diable*, Racine's *Athalie*.

3. **Advanced French.** Three hours, both semesters.

Reading of difficult modern French with literary criticism. Composition, essay writing, conversation.

4. **History of French Literature.**

Two hours, both semesters.

A general view of French Literature; rapid reading in connection with different periods studied; advance composition, essays.

Text: Fortier's *Literature Francaise*.

German.

The pre-requisite to these courses is two years of High School work, Course I and II in the Academy or their equivalent. Those desiring to begin German in the College may register for these courses in the Academy and will be allowed ten hours of college credit for the same.

1. **Classic Prose.** Three hours, first semester.

Review of grammar and composition; reading of easy narrative prose; sight translation, paraphrasing and translating. Lessing's *Emilia Galotti*, Goethe's *Gotz Von Berlichingen*. Luther's *Deutschen Schriften, Auswahl aus*.

2. **Classic Poetry.** Three hours, second semester.

A continuation of Course 1 with the reading of shorter poems of Goethe and Schiller, *Die Brant von Messina*, *Iphigenie*.

3. **Scientific German.** Two hours, both semesters.

Selections from the works of leading German scientists in Chemistry, Physics, Geology, Astronomy, etc.

Text: Dippold *Scientific German Reader* Helmholtz's *Populare Vortrage*.

4. **Conversational German.** Three hours, first semester.

A course to meet the need of advanced students who desire a readiness in the spoken language. German is

made the exclusive medium of conversation in the class room.

Text: Fossler's *Practical German Conversation*.

5. **History of German Literature.**

Three hours, second semester.

A consideration of the development of German Literature; collateral reading, essays.

Text: Heinemann's *Deutsche Dichtung*.

6. **Selections from the German Bible.**

Two hours, first semester.

A course to familiarize the student with the German Bible. Practice in sight reading.

7. **Goethe.**

Two hours, second semester.

Interpretation and discussion of both parts of Faust.

Greek.

When a sufficient number of matriculation credits are offered exclusive of Greek, Course I and II in the Academy, or two years' High School work, will be given ten hours' credit in the College.

Students wishing to begin the study of Greek in the College may register for these courses in the Academy or if as many as five desire it a class in Beginner's Greek will be formed, five hours, both semesters, to cover the two years of Academy work in the one year. Such a class will be known as Greek A.

1. **Homer and Composition.** Three hours, both semesters.

Homer's *Iliad*; the more significant parts of the *Iliad* will be studied, and its importance as literature will be emphasized; stress on versification, mythology, and Homeric form.

Text: Keep's *Iliad* with vocabulary.

2. **Lysias (Orations)**

Two hours, first semester.

Morgan's *Lysias Eight Orations*.

3. **Demosthenes.** (*DeCorona. Philip pics*).

Two hours, second semester.

Text: Tyler's *The DeCorona of Demosthenes*.

Tyler's, *The Philippics of Demosthenes*.

4. **New Testament Greek.** Three hours, both semesters.

This course is offered for those who wish to attain a reading knowledge of the New Testament in the original; a study of Hellenistic Greek from a linguistic standpoint. Reading and exegesis in the Gospels and Epistles.

Text: Westcott and Hort's *New Testament*; Blass' *Grammar of New Testament Greek*.

5. **Patristic Greek.** Two hours, both semesters.

Selections from the writings of the Apostolic Fathers, the Epistles of Clement, Ignatius, Polycarp, Barnabas, and the Shepherd of Hermas. Crysostom, Justin Martyn.

6. **Septuagint.** Two hours, first semester.

Selections from the Septuagint translation of the Old Testament Scriptures. Open to students who have had Courses 4 and 5.

Text: Conybeare's *Septuagint Selections*.

7. **Plato** (*Apology and Crito*.)

Two hours, second semester.

Text: Flagg's *Plato, Apology and Crito*.

8. **Herodotus** (*Books VII, VIII.*)

Three hours, first semester.

Text: Smith & Laird.

9. **Sophocles, (Antigone), Aeschylus (Promethius Bound).**

Three hours, second semester.

Text: Humphrey's *Antigone*, Harry's *Promethius Bound*.

10. **History of Greek Literature.**

Two hours, both semesters.

A survey of Greek Literature with copious readings, discussions; essays.

Text: Wright's *History of Greek Literature*, and *Atlas of English History*.

Hebrew.

1. **Beginning Hebrew.** Three hours, both semesters.
Elementary Hebrew Grammar with exercises in reading and writing Hebrew; translation from Hebrew into English, and from English into Hebrew.

Text: Harper's *Method and Manual*, and *Hebrew Elements*.

2. **Second Year Hebrew.** Two hours, both semesters.
Translation and exposition of selected passages from the Old Testament.

Text: Hebrew *Bible*, Green's *Hebrew Grammar*.

History.

1. **English History** Two hours, both semesters.
Covers the whole field of English History from the days of Julius Cæsar to the present time. Emphasis is laid on the origin and growth of modern constitutional liberty.

Text: Gardiner's *Student's History of England*.

2. **Greek History.** Three hours, first semester.
An outline course covering the history of Greece from the earliest times to the time of the Roman conquest.

Text: Bury's *History of Greece*.

3. **History of Rome.** Three hours, second semester.
From the foundation of the city till the death of Cæsar; special attention given to the development of social and political institutions.

Text: Shucksburg's *History of Rome*.

4. **European History.** Three hours, both semesters.
A survey of the history of Europe with special attention to the German Empire, the Dutch Republic, the French.

Text: Richardson's *Syllabus of Continental European History*.

Readings from Adams, Emerton, Myers and Robinson.

5. **Asiatic History.** Three hours, both semesters.
A survey of the history of the Persian and Ottoman Empires in the West, and India, China and Japan in the East.

Text: Largely a Library Course.

6. **Constitutional History** Three hours, both semesters.
The first semester given to the development of the English Constitution. The second semester given to the study of Constitutional Law in the United States, federal and state.

Text: Macy's *The English Constitution*; Wilson's *The State*.

7. **Assyria and Egypt.** Two hours, both semesters.
A survey of the history of these ancient nations, especially in their relation to the Old Testament History.

Text: Goodspeed's *A History of the Babylonians and Assyrians*; Breasted's *History of the Ancient Egyptians*.

8. **Church History.** Two hours, four semesters.
A two-year course in Church History; Course D-3 in the School of Theology.

Text: Fisher's *History of the Christian Church*.

9. **History of Missions.** Three hours, both semesters.
A history of the Missionary Activities of the Church from the first to the present time. Course D-4 in the School of Theology.

Text: Barne's *Two Thousand Years of Missions Before Carey*. Leonard's *One Hundred Years of Missions*.

10. **History of Religion.** Two hours, both semesters.
A study of the different religions, their rise and development. Course D-5 in the School of Theology.

Text: Moore's *History of Religion*.

Latin.

1. **Livy** Three hours, first semester.
A course for those who present four years of Latin for

entrance to the College. Reading selections from Books. I, II, XXI, and XXII.

Text: Greenough's *Livy*.

2. **Horace.** (*Odes and Epodes*).

Three hours, second semester.

Stress is laid upon the principles of pronunciation, and meter and metric translation into English verse.

Text: Smith's *Horace Odes and Epodes*.

3. **Seneca.** Three hours, first semester.

Essays and letters, with studies of the development of Stoic and Christian philosophy at Rome.

Text: Hurst and Whiting's *Seneca*.

4. **Tacitus.** Three hours, second semester.

Selections from the *Annals*.

Text: Allen's *Annals, Books I-VI*.

5. **Vulgate.** Two hours, first semester.

Reading portions of the Latin Bible, Vulgate Edition.

Text: *Biblia Latina Vulgata*.

6. **Latin Fathers.** Two hours, second semester.

Reading from the Latin Church Fathers; epistles of Clement; Augustine's Confessions and City of God; Selections from James the Just.

Text: Maloney's *Selections from the Latin Fathers*.

7. **Juvenal.** (*Satires*) **Persius** (*Satires*)

Two hours, first semester.

Text: Wright's *Juvenal*; Hart's *Persius*.

8. **Pliny** (*Letters*) **Plautus** (*Captive*).

Two hours, second semester.

Text: Holbrook's, *Pliny's Letters*; Elmer's, *The Captive of Plautus*.

9. **Latin Literature.** Three hours, both semesters.

A study of Latin Literature including both the Republic and the Empire. Special attention given to those authors not studied in other courses.

Text: Crowell & Richardson *A Brief History of Latin*

Literature; Oxford Book of Latin Verse

Mathematics.

1. **Solid and Spherical Geometry.**

Two hours, both semesters.

Lines and planes in space; polyhedral angles and polyhedrons; fundamental properties of cylinders, cones and spheres, with numerous practical problems.

Text: Wentworth and Smith's *Solid Geometry*.

2. **Trigonometry.** Three hours, both semesters.

Careful study of trigonometrical functions and formulas. The course covers work in both plane and spherical trigonometry.

Text: Wentworth's *Plane and Spherical Trigonometry*.

3. **College Algebra.** Two hours, both semesters.

A rapid review of quadratic equations and extended to include the topics of advanced algebra.

Text: Wentworth's *College Algebra* (Revised).

4. **Analytics.** Three hours, both semesters.

The course embraces both plane and solid analytical geometry. The chief subjects treated are Loci, the transformation of coordinates, the straight line in a plane, the conic sections, higher plane curves, and the plane and straight line space.

Text: Wentworth's *Analytic Geometry*.

5. **Calculus.** Two hours, both semesters.

Includes both differential and integral calculus. A treatment of the principles and formulas of the subject with their application to practical problems.

Text: Granville and Smith's *Calculus*.

6. **Surveying.** Two hours, both semesters.

A course in both the principles and practice of surveying. Field work by each student. Land, city, mine and topographical surveying, plotting from original notes, etc.

Text: Breed and Hasmer's *The Principles and Practices of Surveying*; Pence and Ketchum's *Surveying Manual*.

Natural Science.

1. **Astronomy.** Two hours, both semesters.
A course in general descriptive astronomy; a study of the distance, motion, form, size, constitution and mutual relation of the heavenly bodies; observation of individuals and constellations.
Attention will be given to the different astronomical facts referred to in the Bible and their special significance considered.
Text: Young's *Elements of Astronomy*.
2. **Botany.** Three hours, both semesters.
Includes text book, field and laboratory work. Plant histology, ecology, physiology and morphology. Open to those who have had some elementary work in the Academy.
Text: Campbell's *A University Textbook of Botany*.
3. **General Chemistry.** Five hours, both semesters.
A course for beginners consisting of a study of fundamental laws, metallic and non-metallic elements and their compounds. Recitations and Laboratory work. Should be taken in the Freshman year.
Text: Newell's *Inorganic Chemistry for Colleges*.
Laboratory Manual.
4. **Analytical Chemistry.** Three hours, both semesters.
Includes both qualitative and quantitative analysis. Largely a laboratory course, the analysis of simple salts and mixtures, methods of detection and separation by the proper use of tests.
Text: Newth's *Quantitative and Qualitative Analysis*.
5. **Organic Chemistry.** Three hours, both semesters.
A study of the more important classes of Carbon derivatives covering both the aliphatic and aromatic series. The laboratory work consists chiefly of the preparation of typical members of the different compounds studied.
Text: Remsen's *Organic Chemistry*.

6. **Geology.** Two hours, both semesters.
A study of the general features of the surface of the earth, minerals and rocks, erosion, etc.; the principles of dynamic, structural and historical geology; special attention to the Bible revelation of geological facts. Each student collects, identifies and describes specimens of rocks, minerals and fossils.
Text: Norton's *An Introduction to Geology*.
7. **Mineralogy.** Two hours, both semesters.
An introduction to the study of minerals, their physical and chemical characteristics. Crystallography and descriptive mineralogy with the examination and study of a number of models. Pre-requisite one year of chemistry and one year of geology.
8. **Physiology.** Three hours, both semesters.
An advanced course especially designed as a preparation for teaching the subject or for the study of medicine.
9. **Advanced Physics.** Five hours, both semesters.
(a) Mechanics and Heat, First semester. A study of force, moments of force, moments of inertia, elasticity, hydro-mechanics, etc. Thermometry, calorimetry, radiation, etc.
Text: Millikin's *Mechanics, Molecular Physics and Heat*.
Laboratory and Library work.
(b) Electricity, Sound and Light, Second semester.
The more general laws of Electricity, X Ray, Wireless, etc. Acoustics, a general study of the sound wave, musical properties, etc. Refraction, diffraction, interference, polarization of light; the spectroscope, telescope and other optical instruments.
Text: Millikan and Mills, *Electricity, Sound and Light*,
Laboratory and Library work.
10. **Zoology.** Five hours, both semesters.
The course covers the principle facts of animal structure, development and classification. Laboratory work and field studies will form part of the course.
Text: Parker and Haswell's *Manual of Zoology*.

Political Science.

1. **Economics.** Three hours, both semesters.

A course in Political Economy embracing a discussion of the subjects of production, exchange, distribution, consumption, banking, bi-metalism, monopolies, foreign trades, etc.

Text: Bullock's *Elements of Economics*, with assigned reading.

2. **Sociology.** Two hours, both semesters.

A study of the principles underlying the forms and activities of society, and some of the organized efforts of social control and social betterment; a discussion of such problems as public charities, intemperance, divorce, and the care of defectives and dependents; a consideration of modern forms of sin in society.

Text: Gidding's *Elements of Sociology*; Ross' *Sin in Society*. Reading, Matthews' *The Social Teachings of Jesus*, Rauschenbush, *Christianity and the Social Crisis*.

3. **International Law.** Two hours, both semesters.

The basis of International Law, its origin and the process, the powers and rights of nations in peace and war, the progress of the arbitration movement, and Christianity as a force.

Philosophy.

1. **Ethics.** Three hours, first semester.

An outline study of the typical facts of morality and immorality, and of the conditions and ideals of worthy human conduct as they are found embodied both in social life and in individual behavior.

Text: Dewey and Tuft's *Ethics*. Reading, King's *Ethics of Jesus* and other works to be selected.

2. **Logic.** Three hours, second semester.

An introductory course dealing with the principles of reasoning and giving special attention to the detection of fallacies and the evaluation of arguments.

Text: Jevons-Hill's *Elements of Logic*.

3. **General Psychology.** Three hours, both semesters.

(a) The course is introduced by a study of man's place in the universe, and of his trichotomic nature; a general study of the soul as intellect, sensibility and will with attention to the neural basis of mental activity.

Text: Hopkin's *Outline Study of Man*; Halleck's *Psychology and Psychic Culture*. Assigned reading in Angel, Dewey, and Harris.

(b) Pneumetology, or the Psychology of Religion. A study of the human spirit, its nature, the sphere of its activity, its relation to the body and soul; personality, heredity, environment, moral will, the building of character; the effect of sin and salvation.

Text: Lectures and reading from Stevens. *The Psychology of the Christian Soul*; Vance, *The Eternal in Man*; Starbuck's, *Psychology of Religion*; Warner's, *The Psychology of the Christian Life*.

4. **Advanced Psychology.** Two hours, first semester.

A somewhat intensive study of selected problems; special attention to spiritism, witchcraft, and comatose states in the light of the teaching of the Bible.

Text: Lectures and reading from James, Titchener, Storrington, Coriat.

5. **Comparative Religions.** Two hours, first semester.

A study of the great ethnic religions in their chief characteristics, history, social relations and positions in the movement of civilization. Their great inferiority to Christianity, will be clearly shown.

Text: Ellinwood's, *Oriental Religions and Christianity*. Burrell's *The Religions of the World*.

6. **History of Philosophy.** Three hours, both semesters.

A study of the principal philosophers and systems of philosophy from ancient to modern times, and of their relation to the age in which they belong.

Text: Rodger's *Student's History of Philosophy*; Reading

from Source Books.

7. **History of Christian Thought.**

Two hours, first semester.

The development of Christian doctrine during the earlier centuries; the period of Reformation; the days of the Wesley s, and latter times.

Text: Fisher's *History of Christian Doctrine*.

8. **Theism.**

Two hours, second semester.

An examination of the arguments which relate to the belief in a personal God.

Text: Bowne's *Theism*.

9. **Theory of Knowledge.**

Two hours, first semester.

An examination of the principles and implications of rational life, and the working out of a theory of cognition.

Text: Bowne's *Theory of Thought and Knowledge*.

10. **Metaphysics.**

Two hours, second semester.

An inquiry into the fundamental nature of reality.

Text: Bowne's *Metaphysics*.

Spanish.

Classes in Advanced Spanish will be formed, if a sufficient number request them. Beginners in Spanish will register for the work given in the Academy and will be allowed ten hours credit for the two years work.

The Academy

The Academy is under the general supervision of the University, and its students are under the same discipline as those of the other departments.

The primary object of the Academy is to give to its students adequate preparation for admission to the college, but its courses are so arranged as to furnish a general academic training for those who are not able to enter upon a college course. Academic students participate in the general life of the University. They have the use of the library, laboratories, gymnasium, athletic field, and attend all of the religious services.

Entrance Requirements.

A person will be admitted to the Academy who furnishes satisfactory evidence of having completed the eight grammar grades. Where such evidence is lacking an entrance examination will be given in the following branches: Grammar, Arithmetic, United States History, Geography, Physiology.

Advanced standing will be granted those who present satisfactory certificates for work done in other schools which they have attended, and from which they have been honorably dismissed.

Graduation.

Upon the completion of one of the prescribed courses a certificate of graduation will be given which will entitle

the holder to admission to full standing in the Freshman class of the College of Liberal Arts without examination.

Outline Of Courses.

First Year

Classical -	Scientific---	Philosophical---
Latin I.....5	Mathematics I..5	English I.....5
English I.....5	Latin I.....5	Language5
Mathematics I..5	English I.....5	Mathematics I..5
Physiography	Physiography	Physiography
and Botany....5	and Botany...5	and Botany ..5
Bible I.....2	Bible I.....2	Bible I.....2

Second Year

Latin II.....5	Mathematics II .5	English II.....5
English II.....5	Latin II.....5	Language5
Mathematics II..5	English II.....5	History I.....5
History I.....5	History I.....5	Mathematics II..5
Bible II.....2	Bible II.....2	Bible II.....2

Third Year

Latin III.....5	Mathematics III.5	English III.....5
Greek I.....5	Language5	Language5
English III.....5	Science or Hist..5	History II.....5
Elective5	English III.....5	Elective5
Bible III.....2	Bible III.....2	Bible III.....2

Fourth Year

Latin IV.....5	History III and	English IV.....5
Greek II.....5	Civics5	Language5
English IV.....5	Language5	History III and
Physics5	Physics5	Civics5
Bible IV.....2	English IV5	Physics5
	Bible IV.....2	Bible IV.....2

Departments of Instruction

Bible.

1. **New Testament Studies.** Two hours, both semesters.

(a) Life of Christ. The first semester will offer a historical and exegetical study of the Four Gospels, a chronological arrangement of the Life of Christ, map drawing,

chart making, and memory work.

Text: Steven's and Burton's *Harmony of the Gospels*.

(b) The Acts of the Apostles. The second semester, the Acts will be studied historically and exegetically, with special attention to the work of the Holy Spirit in the rise and work of the early church.

Text: The Acts. Reading, Pierson's *The Acts of the Holy Spirit*.

II. **Old Testament Studies.** Two hours, both semesters.

A study of the Old Testament characters, their history, and lessons from each life. The student will be expected to write in his own words the life of each character studied.

Text: The *Bible* with collateral reading.

III. **Biblical Geography and History.**

Two hours, both semesters.

An outline course of the entire Bible history with special emphasis upon the geography of the Bible times. Map drawing and outlining.

Text: Hurlbut's *Bible Atlas*. The Historical Books of the Bible.

IV. **Bible Introduction.** Two hours, both semesters.

A course in general Biblical Introduction. (a) The first semester; general facts about the Bible, its origin, language, translation, inspiration, formation of the Canon, and its alleged errors. (b) The second semester; an outline of books of the Bible familiarizing the pupil with the dates, author, purpose and general contents.

Text: Collett's *All About the Bible*; Sell's *Bible Study by Periods*.

English.

I. **Advanced Grammar with Composition and Literature.**

A thorough review of English Grammar. Special attention given to correct sentences, the form of the sentence with the principal and subordinate clauses and connectives, case, agreement of verbs with their subjects and pronouns

with their antecedents, etc. Careful study of Scott's *Lady of the Lake*, Bunyan's *Pilgrim's Progress*, Irving selections from the *Sketchbook*. DeQuincy's *Joan of Arc*, selections from the *Bible*.

Text: Kittridge & Farley's *Advanced English Grammar*; Scott's *Practical English*.

II. Rhetoric and Composition with Literature.

Description and Narration with theme writing; critical studies of literary forms, figures of speech, prosody; careful study of classics with outlines. Goldsmith's *The Deserted Village*. Whittier's *Snowbound*, Lincoln's *Gettysburg Address*. Second semester: One of the works of Shakespeare, Lowell's *The Vision of Sir Launfal*, Webster's *Reply to Hayne*. Selections from Frances Ridley Havergal, Carlyle's *Essay on Burns*.

Text: Scott and Dennie's *New Composition and Rhetoric*.

III. Composition and American Literature.

A continuation of Course II, with a survey of American Literature. The class will study Washington's *Farewell Address*. Webster's *First Bunker Hill Oration*, Longfellow's *Courtship of Miles Standish*, Franklin's *Autobiography*, Hillis' *Foretokens of Immortality*, Van Dyke, *The Van Dyke Book*.

Text: Long's *American Literature*.

IV. Composition and English Literature.

A survey of English Literature from Beowulf to the present time. Written reports from assigned readings: Milton, *L'Allegro*, *Il Penseroso*. *Comus*, Selections from Wordsworth, Shelly, and Keats; Burk's *Speech on Conciliation*, Lamb's *Essay on Elia*, Wesley's *Sermons*, Gladstone's *Impregnable Rock*, Browning's *Pied Piper of Hamelin*, and Tennyson's *Enoch Arden*.

Text: Long's *English Literature*.

Greek.

I. Grammar and Composition.

A beginner's course with special attention to form work and syntax; pronunciation with accent; acquiring of a vocabulary.

Text: White's *First Greek Book*.

II. Xenophon.

Reading of Xenophon's *Anabasis*, Books I-IV, with composition; also some selections from the New Testament.

Text: Harper and Wallace's *Xenophon's Anabasis* Hadley and Allen's *Greek Grammar*

German.

I. Beginners German.

Thorough drill in the essentials of German Grammar, practice in pronunciation, translation, writing and conversation. Reading and study of *Lehrbuch*, *Gleuck Auf*, and *Immensee*.

Text: Joynes Meissner's *German Grammar*.

II. Second Year German.

A review of those parts of grammar in which the class is deficient; practice of conversation in connection with composition. Reading Schiller's "*Wilhelm Tell*," Mueller's *Deutsche Lieybe*, Su lermanu's *Frau Sorge*.

Text: Harris' *German Prose Composition*.

History.

I. Ancient History.

The early civilization of the East, of the Greeks, of the Romans, and of the Teutons, to the death of Charlemagne, studied from a book that does not disrespect the Bible; map drawing.

Text. Webster's *Ancient History*.

II. Mediaeval and Modern History

The history of the different nations of Europe from the death of Charlemagne to the present time.

Text: Myer's *Medieval and Modern History*.

III. American History and Civics.

A course in advance United States History. It presupposes a knowledge of the main facts of American history such as is secured by a course in the Grammar School. A systematic study of the government during the second semester.

Text: Hart's *History of the United States*.

IV. Hebrew History.

Course D-1, in the School of Theology is offered as an elective in the Academy.

Latin.**I. Beginners Latin.**

Latin Grammar; the mastery of inflections and the simpler principles of syntax; the acquiring of a vocabulary; translation of English into Latin, and Latin into English.

Text: Collar and Daniell's *First Year Latin*.

II. Cæsar and Composition.

Cæsar's Gallic Wars, Book I-IV; through drill in pronunciation, syntax and form; composition one day each week.

Text: Allen and Greenough's *Cæsar's Gallic Wars*, *New Latin Grammar*; Allen's *Introduction to Latin Composition*.

III. Cicero and Composition.

The four Orations against Catiline, Poet Archias, and other short orations; composition based on the text.

Text: Kelsey's *Select Orations and Letters of Cicero*.

IV. Virgil.

The six books of the Aeneid; hexameter verse scanned; study of the author's style.

Text: Harper and Miller's *Virgil's Aeneid*, with vocabulary.

Mathematics.**I. Elementary Algebra.**

The learning of algebraic language and the use of signs; a thorough study of the principles of addition, subtraction, multiplication, division, fractions, factoring, and simple equations.

Text: Wells and Hart's *New High School Algebra*.

II. Plane Geometry.

The principles of Geometry as developed in the text. Stress will be placed on original thinking and the ability to demonstrate. Many originals will be required.

Text: Wentworth and Smith's *Plane Geometry*.

III. Advanced Algebra.

A rapid review and continuation of the work covered in Course I; the use of graphs in illustrating equations; progressions, binomial theorems, logarithms, etc.

Text: Wells and Hart's *New High School Algebra*.

Science.**I. Physiography.**

First semester.

The composition, form, changes, and motions of the earth and its atmosphere; distribution of animals and plants; field and laboratory work to illustrate the various phenomena.

Text: Hopkins' *Elements of Physical Geography*.

II. Botany.

Second semester.

An elementary course in the study of plant life; structure, forms, and germination, with some analysis.

Text: Bergen and Caldwell's *Introduction to Botany*.

III. Physics.

A general course in which the laws and phenomena of physics are carefully developed and illustrated; mechanics, sound, heat, light, magnetism, and electricity; lectures, recitations and laboratory work.

Text: Carhart and Chute's *First Principles of Physics*.

Spanish.

I. Beginner's Spanish.

Grammar, reading, composition, and conversation. *Introduccion a la Lengua Castellana* and *Doce Cuestos Escogidos*, with selections from the Bible in Spanish.

Text: Hill and Ford's *Spanish Grammar*; Worman's *First and Second Spanish Books*.

II. Second Year Spanish.

Advanced Grammar, continuation of Course I; reading advanced Spanish, current newspaper, selections from the Bible, etc.

Text: Ramsey's *Text Book of Modern Spanish*.

School Of Theology

There is no subject so worthy as Theology, no book so reliable as the Bible, no work so important as Christian work. The special aim of the founders of the Illinois Holiness University was to provide a careful theological training, to give the Bible proper emphasis in education, and to send out thoroughly equipped Christian workers. Students in this department are under the same general regulations and have the same privileges as those registered in other departments of the University.

Courses have been arranged to meet the need of theological students of different grades and conditions. The school is divided into two parts, The Bible College and the Bible Training School.

The Bible College.

The Bible College offers two graduate courses and two diploma courses.

Entrance Requirements.

To enter the advanced graduate course one hundred and twenty semester hours in the College of Liberal Arts must be offered. Grades will be received from any standard college. In all cases Greek equal to Courses I and II in our Academy will be required.

To enter the Combination graduate course the entrance requirements are the same as for entrance to the College of Liberal Arts. See page 32.

To enter the Greek Theological course one must offer at least three years or twelve units of regular Academy or High School work, including at least one year of Greek.

To enter the English Theological course at least eight units of regular Academy or High School work must be offered.

Graduation.

Ninety-six hours will be required for graduation from the advanced course, the semester hour being the same as in the College of Liberal Arts. Thirty two semester hours may be elected from this course while the student is pursuing his or her course in the College of Liberal Arts thus making possible the completion of this course in two instead of three years. For the completion of this course the degree of Bachelor of Sacred Theology (S. T. B.) will be conferred.

One hundred and twenty semester hours will be required for graduation from the Combination course, sixty semester hours to be selected from the College of Liberal Arts and sixty semester hours to be selected from the Bible College. These selections must be made with the advice of the President. For the completion of this course the degree of Bachelor of Arts (B. A.) will be conferred. We advise that candidates for the Divinity degree do not take this course but register regularly in the College of Liberal Arts until graduated therefrom.

One hundred and eight semester hours will be required for the completion of either the English or Greek Theological Courses. A diploma without a degree will be given for the completion of either course.

Bible Training School.

The Christian Worker's Training Course is a two years course in Bible Study and Theology. This course is arranged (1) for those who are more advanced in years

and have been called to Christian work, and are now unable to take a regular literary course, but feel their need of some training in Bible Study and Theology before they go forth; (2) for those who wish to take a short course in preparation for Sunday School and other work in the home church; (3) for deaconesses; (4) for all who desire greater familiarity with the Bible and the general doctrines of Theology.

For the completion of this course a certificate of graduation will be issued.

Outline Of Courses.

Advanced Course.

<i>First Year—</i>	<i>Second Year—</i>	<i>Third Year—</i>
Old Test. Introd..3	New Testament	Systematic Theology3
Old Test. Theol..2	Introduction ..3	Homiletics3
New Test. Greek.3	Systematic Theology3	Hebrew or Patristic Greek....2
Hermeneutics ..2	Pastoral Theol..2	Church History.2
Bible in English.3	Adv. Life of Christ2	History of Missions3
Archaeology and Christian Evidences3	Hebrew3	Theology of Holiness1
	Church History..2	History of Christian Thought and Theism..2
	Hist. of Religion.2	

Combination Course.

Elective 8 from the College of Liberal Arts and elective 7 from the Bible College for four years.

Greek Theological Course.

<i>First Year—</i>	<i>Second Year—</i>	<i>Third Year—</i>
Bible IV.....2	Bible 1 and 2....2	Bible 7.....1
Biblical Theology 2	Bible III1	Bible 41
English5	English5	Psychology ..3
Hermeneutics ..2	Syst. Theology ..3	Syst. Theology..3
Old Test. Introd..3	Church History..2	Church History.2
New Test. Greek.3	New Test. Introd.3	Homiletics2
	Patristic Greek..2	Past. Theology.2
		Ethics and Christian Evidence 3

English Theological Course.

First Year—	Second Year—	Third Year—
Bible IV.....2	Bible 1 and 2....2	Bible 71
Bible III.....1	Bible 5 and 6....1	Bible 41
Biblical Theol...2	English5	Psychology3
English5	Syst. Theology..3	Systematic Theology3
Hermeneutics ...2	Church History..2	Church History 2
Old Test. Introd..3	New Test. Introd.3	Homiletics3
Hebrew History..3	History of Religion and Theism ...2	Pastoral Theol. 2
		Ethics and Christian Evidences 3

Christian Worker's Training Course.

First Year—	Second Year—
Bible I.....2	Bible III.2
Bible II.....2	Bible IV.....2
Pedagogy2	Church History.....2
Expression2	Elective3
Biblical Theology.....2	History of Missions.....3
English5	Homiletics and Pastoral Theology3
Hebrew History3	Elective and Philosophy of Salvation3

Department Of Instruction

A. Bible.

1. Bible I New Testament Studies. (See page 54)
2. Bible II Old Testament Studies. (See page 55)
3. Bible III Bible Geography and History (See page 55)
4. Bible IV Biblical Introduction. (See page 55)
5. Bible 1 Bible Ritual. (See page 36)
6. Bible 2 Prophecy. (See page 36)
7. Bible 3 New Testament Theology. (See page 37)
8. Bible 4 The Prophets. (See page 37)
9. Bible 5 The Psalter. (See page 37)
10. Bible 6 Proverbs. (See page 37)

11. Old Testament Introduction.

Three hours, both semesters.

A study of as many of the Old Testament books as time will permit, their origin, structure, and chief doctrinal teachings. Each book will be outlined; some original outline work will be required.

Text: Raven's *Old Testament Introductions*; reading and outlining of Orr's *Problem of the Old Testament*.

12. New Testament Introduction.

Three hours, both semesters.

The date, authenticity, purpose, structure, and teaching of each of the books of the New Testament; an outline of each book; why four gospels; the synoptic and Johannian problem; the unity of the teaching of Paul and James.

Text: Kerr's *Introduction to Study of the New Testament*; Willet and Campbell's *The Teaching of the Books*.

13. Advanced Life of Christ. Two hours, both semesters.

A careful study of the preparation of the world for the coming of Christ; the prophecies in the history, the poetry, and the prophets as to the coming of Christ. A critical study of the times and condition of His birth, childhood and young manhood; His public ministry, with a study of His ethical and theological teachings, the Kingdom, salvation, etc.; the passion, His teaching relative to it; the chronology of events, etc.

Text: Lectures and Readings, Andrew's *The Life of Our Lord*; Farrar's *The Life of Christ*; Thompson's *Theology of Christ*.

14. Hermeneutics.

Two hours, both semesters.

The principles and methods of interpretation; practical illustration of each point, first by the teacher and then required of the student; the work will include book, section, and textual investigation and interpretation.

Text: Terry's *Biblical Hermeneutics*.

B. Greek.

1. **New Testament Greek.** Three hours, both semesters.
Same as Greek 4 in the College of Liberal Arts.
(See page 43).
2. **Patristic Greek.** Two hours, both semesters.
Same as Greek 5 in the College of Liberal Arts.
(See page 43).

C. Hebrew.

1. **Beginner's Hebrew.** Three hours, both semesters.
Same as Hebrew 1 in the College of Liberal Arts.
(See page 44).
2. **Second Year Hebrew.** Two hours, both semesters.
Same as Hebrew 2 in the College of Liberal Arts.
(See page 44).

D. History.

1. **Hebrew History.** Three hours, both semesters.
A history of this most interesting people from their beginning to the destruction of Jerusalem; Bible history in the light of modern research; special attention to the period between the two Testaments.

Text: Smith's *Old and New Testament Histories*; Grant's *Between the Testaments*. Reading from Milner and Schurer.

2. **Church History.** Two hours, both semesters.
A brief survey for the shorter courses covering the most important events of the history of the church from its beginning to the present time.

Text: Hurst's *History of the Christian Church*.

3. **Advanced Church History.** Two hours, four semesters.
A more extended course for the advanced work. (a) The first year is devoted to the ancient, and (b) the second year to the mediæval, and modern periods. Careful attention given to the great councils, the rise of the Papacy, the

Renaissance, the Reformation, and the Wesleyan revival; the policy, doctrine, and architecture; Christian life and worship. Only the second years work offered during 1915-16.

Text: Fisher's *History of the Christian Church*.

4. **History of Missions** Three hours, both semesters.

The missionary activities of the church from its beginning to the present time; the different fields and workers; the different methods — Evangelistic, medical, educational, industrial; the strategic points of modern missions and the present problems at home and abroad.

Text: Barnes' *Two Thousand Years of Missions Before Carey*; Leonard's *One Hundred Years of Missions*.

5. **History Of Religion.** Two hours, both semesters.

A study of the different religions; their rise and progress; the Chaldaeo, Assyrian, Egyptian, Chinese, Indo-European, and the Modern Cults; brief review of Animism, Fetichism and the earlier beliefs of the Britons, Celts, etc.

This course shows the results of the search for God without the Bible, gives a greater appreciation of Christianity, and deepens missionary interest. Also prepares the one who is going to the foreign field to meet the religious beliefs and enables those in the home land to discern the growing encroachments of these religious beliefs in America.

Text: Moore's *History of Religion*.

6. **Archæology.** Three hours, first semester.

A study of the discoveries made by recent research in the lands of past history, giving special attention to the attestation of the results of this research to the accuracy of the scripture narrative.

Text: Lecture and Assigned reading from Sayce, Hilprecht, Clay, Duncan, Petrie.

E. Philosophy.

1. **Philosophy of Salvation.** Three hours, second semester.

A study of the plan of salvation by the atonement of Jesus Christ; God's plan of salvation from sin.

Text: Walker's *The Philosophy of the Plan of Salvation*.

2. **Theism.** Two hours, second semester.

An examination of the arguments which relate to the belief in a personal God, with some attention to the substitutes for Theism.

Text: Bowne's *Theism*.

3. **History of Christian Thought.**

Two hours, first semester.

The development of Christian doctrine during the earlier centuries, the period of the Reformation, the days of the Wesleys, and later times.

Text: Fisher's *History of Christian Doctrine*.

4. **Ethics.** Three hours, first semester.

Course I College of Liberal Arts. (See page 50).

5. **Comparative Religions.** Two hours, second semester.

Course 5 College of Liberal Arts. (See page 51).

F. Theology.

1. **Biblical Theology.** Two hours, both semesters.

A survey course intended to give a general acquaintance with the field of Theology. The doctrines will be studied directly from the Scriptures.

Text: Ellyson's *Theological Compend*.

2. **Systematic Theology.** Three hours, both semesters.

This course is designed for advanced study and comprises a philosophic study of the foundations; or the doctrine of God in being, personality, and attribute; the Trinity of God; man, his origin, primitive holiness, fall, and depravity.

Text: Miley's *Systematic Theology*, Vol. I.

3. **Systematic Theology.** Three hours, both semesters.

A continuation of Course 2; Christ, His person and incarnation; salvation, the atonement, justification, re-

generation, sanctification; the doctrine of the last things.

Text: Miley's *Systematic Theology*, Vol. II.

4. **Homiletics and Pastoral Theology.**

Three hours, both semesters.

A brief study of sermonizing for the Training Course; the intellectual and spiritual elements in preaching; the structure and form of the sermon; original outline work by the student.

Text: Pattison's *The making of the Sermon*.

5. **Homiletics.** Three hours, both semesters.

An advanced course in sermon building; the person and preparation of the preacher, his methods and mannerisms; practical work in outlining and sermon writing.

Text: Kern's *Ministry to the Congregation*.

6. **Pastoral Theology.** Two hours, both semesters.

The nature of the pastoral office, its divine institution, importance and responsibility. The pastor as a man, in his home, in the homes of others, in society, in the church; the pastor and public worship, evangelism, missions, and education.

Text: Kern's *Ministry to the Congregation*.

7. **Theology of Holiness.** One hour, both semesters.

A thorough study of this important doctrine defending the eradication teaching.

Text: Hill's *Holiness and Power*, Mahan's *The Baptism of the Holy Spirit*.

A survey of the theological teachings of the Old Testament; the revelation of God as a person; the origin and fall of man; The unfolding of the plan of salvation. A study of the origin and development of the religious ideas and institutions of the Old Testament.

Text: Davidson's *Theology of the Old Testament*.

9. **Christian Evidences.** Three hours, second semester.

A careful study of the ground of Christian belief; the authenticity, credibility, inspiration, and Divine authority

of the New Testament; the argument from miracles, prophecy, and the successful propagation of Christianity.

Text: Hopkin's *Evidences of Christianity*. Reading from McIlvaine and Pierson.

Deaconess and Sunday School Workers.

Those desiring special preparation for Deaconess or Sunday School work can elect either of the following courses, which can be supplemented by other studies in any of the different courses in the School of Theology.

1. **Religious Pedagogy.** Two hours, both semesters.

A course in the best methods of preparing and teaching the Sunday School Lesson; how to teach and govern the class; the teacher's personal influence; general methods of Sunday School work.

2. **Deaconess Work.** Two hours, one semester.

The work of the deaconess, her personal character, habits, mannerisms, the work to be done and the way to do it.

Normal School

The work of the teacher is of great importance and vast influence. It is one of the very highest callings in life. The need for good Christian teaching is very great. If we have Christian schools we must have Christian teachers well qualified to carry them on; and if we have the Bible in our schools, we must have those who know how to teach it.

This work is of too great importance to be intrusted to unskilled hands. Teachers must be well trained. To be well trained is to train broadly. In the language of another: "The fact is too often overlooked in normal schools, that the principles and knowledge obtained in the higher studies are essential factors in determining a correct method in the more elementary subjects. The principles used in Arithmetic are wrought out and demonstrated in Algebra and Geometry; and no one can be as good a teacher of Arithmetic without a knowledge of Algebra and Geometry as with it. Who can be successful teaching Reading, though he study for a lifetime, if he have no acquaintance with the field of literature and with the process of literary interpretation? Who can properly teach English Grammar, if he be ignorant of the psychological processes that lie back of language forms and give them meaning? Who can give full meaning to the events of United States History, if he can not see them as an organic part of the thought and feeling of the world?"

When possible to do so, persons preparing for the work of teaching school should take the full college course,

electing all of the special educational subjects. For those who can not complete a course in the College of Liberal Arts we have arranged the following course, upon the completion of which a diploma will be granted conferring the degree of Bachelor of Pedagogy (B. Pe.).

The pre-requisites to this course are (1) the completion of the Academic or an equivalent course; and (2) skill in the common branches, so that a good examination can be passed. For those who do not have the skill, review classes under good instructors in Arithmetic, Grammar, U. S. History, Geography, Spelling, Physiology and Hygiene will be provided.

Outline Of Course.

<i>First Year—</i>	<i>Second Year—</i>
History of Education.....3	Pedagogy and School
Educational Psychology....2	Management2
English5	Philosophy of Education
Elective5	and Normal Bible
	Work2
	Electives11

Shorter Course.

As a shorter course, the ten hours special educational work may be elected in the Philosophical Course in the Academy, and a certificate of graduation will be granted.

Department Of Instruction.

1. **History of Education.** Three hours, both semesters.
Ancient, Mediæval and Modern Education. Discussions, reports, and readings.
Text: Monroe's *Text book in History of Education*.
2. **Educational Psychology.** Two hours, both semesters.
A study of mental functions in their relation to teaching.
Text: Colvin and Bagley's *Human Behavior*.

3. **Pedagogy.** Two hours, first semester.

A study of scientific and practical teaching; the best methods of presenting and illustrating truth.

Text: Bagley's *The Educative Process*.

4. **School Management.** Two hours, first semester.

The problems of the school room and school administration; the nature and end of the school organism; the relation of teacher and board, teacher and superintendent or principal, teacher and parents, teacher and students.

Text: Chancellor's *Our Schools; Their Administration and Supervision*.

A study of the principles which make education a science; the general principles that underlie the purpose of education.

Text: Horne's *Philosophy of Education*.

6. **Normal Bible Work.** Two hours, second semester.

A careful study of the best methods of teaching the Bible in the Grammar grades, with drill in the different methods. Required of all Normal students.

Text: Lectures and practical work.

7. **Bible.** Four hours, both semesters.

This course is the same as the four years Bible Work in the Academy, (see page 54). It can be taken in one year or divided so as to cover two or more years. Required of all Normal students.

8. **Practice Teaching.**

A total of two hundred hours of practice teaching is required of those candidates for the degree of Bachelor of Pedagogy, (B. Pe.), who have had no experience as teachers; for those who have taught one or two years, one hundred and twenty hours; and for those who have taught more than seventy-five hours.

School Of Oratory

So they read in the book in the law of God distinctly, and gave the sense and caused them to understand the reading. Neh. 8:8.

The aim of this department is to teach one how to appear well and express himself in public; to read and speak distinctly so as to give the sense and cause the hearer to understand. This work is necessary for the greater usefulness of all public speakers. Those not expecting to be public speakers should take some training so that when called upon they can give an address or read a paper without awkwardness or embarrassment.

The Art of Expression is studied, not to make of one an accomplished entertainer, but to enable one to be of greater service in helping others. Naturalness rather than mechanical imitation, oratory rather than elocution, heart felt expression rather than formality, is the ideal. Special attention is given to Scripture and hymn reading.

Two courses are offered. The certificate course covers two years but required as a prerequisite to the completion of the course at least three years of High School work. The Diploma Course covers four years with at least two years of College work.

SCHOOL OF ORATORY

75

Outline Of Course.

The Certificate Course.

<i>First Year—</i>	<i>Second Year—</i>
Class Expression.....2	Bible and Hymn Reading.2
Individual Platform Work..1	Advanced Expression2
Physical Training.....2	Argumentation and Lit-
History of Oratory1	erary Interpretation...3
Elementary Reading.....2	Individual Platform
Bible2	Work1
	Bible2

The Diploma Course.

<i>First Year—</i>	<i>Second Year—</i>
Class Expression.....2	Advanced Expression...2
Individual Platform Work..1	Bible and Hymn Reading.2
Physical Training2	Literary Interpretation
History of Oratory1	and Argumentation...3
Elementary Reading.....2	Individual Platform
Bible2	Work1
<i>Third Year—</i>	<i>Fourth Year—</i>
Psychology3	Individual Platform
Advanced Oratory2	Work1
Individual Platform Work..1	English Literature.....3
American Literature.....2	Parliamentary Law.....1
Bible2	Logic3
	Bible2

Department Of Instruction.

1. **Elementary Reading.** Two hours, both semesters.
An elementary course paving the way for more advanced work. Good reading is essential to the best student life as well as to usefulness later. The careless reader misses much of the thought and beauty of that which he reads. The poor reader in public cannot cause the hearer to understand that which he is reading.

2. **Class Expression.** Two hours, both semesters.

This is a practical course, embracing breathing exercises, vocal culture, tone building, placing, purity, intensity; attitude and posture revealing the mental state as related objectively; a study of the different parts of the body as related to the whole; the laws governing its use in the interpretation of literature; analytical study of vocal and physical interpretation of selections from the best English and American writers.

3. **Advanced Expression.** Two hours, both semesters.

The study of modern orations; purpose or motive as expressed in oratory; one original oration; collateral reading.

4. **History of Oratory.** One hour, both semesters.

This includes a careful study of the orators from the age of Pericles to the present time, with special attention to Demosthenes, Cicero, Chrysostom, Savonarola, Bossuet, Chatham, Burke, and Webster; also the means by which they became great orators and what they accomplished with their oratory; a survey of the period in which they lived and the dominant influence of that period.

5. **Bible and Hymn Reading.** Two hours, both semesters.

Expression in reading the Bible and Hymns is emphasized. Attention paid to the inspiration of Hymns. Reading to bring out ideas, not words. Special study of emphasis. Memory work required. The first semester will be devoted to the Bible and the second to Hymns and Sermons.

6. **Physical Training.** Two hours, both semesters.

The fundamental laws of physical expression as revealed by our instinct nature; the body as an agent of expression, its use and its relation to the voice; free hand gymnastics, corrective exercises, presence and bearing for grace and ease of manner, for the vital organs, for the spine, for freeing channels, and strengthening the centers of control; rhythmic gymnastics, etc.

7. **Argumentation.** Three hours, second semester.

A study of analysis; briefs; inductive and deductive reasoning; kinds of arguments; methods of refutation. Team work. Philosophy Course 2, College of Liberal Arts.

8. **Advanced Oratory.** Two hours, both semesters.

Continuation of Course 3. Preparation and delivery of Orations.

9. **Individual Platform Work.** One hour both semesters.

For each private lesson of one-half hour, credit is given for one hour class recitation. The work will be adapted to the special needs of the pupil and will include the preparation and delivery of miscellaneous readings and correction of faults and mannerisms.

10. **Literary Interpretation.** Three hours, first semester.

A careful interpretation of the best writings of Browning and Tennyson. English Course 11 in the College of Liberal Arts.

11. **Parliamentary Law.** One hour, both semesters.

This is a practical course, embracing the rules of parliamentary law which govern popular assemblies.

School Of Music

We consider music of very great importance. It is a means of soul or spirit expression that cannot be dispensed with. But music is nothing if it does not express something worthy. There are two prominent tendencies in the musical world which should be avoided, i. e., the light and the merely sentimental. The light is seen in what is known as the "ragtime," and it sometimes is carried into the sacred music, hymns and songs. The sentimental is seen in the love song and often that which is called classic. Our conservatory seeks to avoid both of these tendencies. We have in view more than excellence of tune or light and "catchy" ditty and sentiment. Tune must express depth, worthy thought, noble soul emotion, elevated joy and spirit.

Music is not an end in itself, but is a means to an end, and is worth while only when it is reaching toward that end. All hinges on something behind it waiting for expression and on something ahead of it waiting to be accomplished. Our conservatory seeks first to create that something, that noble soul condition, which clamors for expression and which music only can satisfy, and which has ends that music alone can reach. Unless this is done there can be no real success in the study of music.

As an institution we have no time to spend in making mere entertainers. Music offers a great opportunity for one to help and cheer a needy and suffering humanity. Everyone should know some music in order to be useful. A great field of usefulness is open to the Gospel musician, both vocal and instrumental. Moody needed Sankey in

order to do his great work; the preacher needs the singer, the church must have the organist. It is imperative that we have some great soul-inspiring musicians; some splendid, spirited, unctonized music.

The Olivet Conservatory of Music is thorough and strong with the high ideal of using the art to bless and help the world. We offer courses in instrumental music, voice and theory. The work is divided into three grades: Elementary, Intermediate, and Advanced. The time required to complete the courses depends upon the individual talent and perseverance. For the completion of the Intermediate work a Teacher's Certificate will be granted, and for the Advance work a diploma, conferring the degree of Bachelor of Music (B. Mus.) will be given.

1. **Elementary Course.** The future success of the music student depends largely upon the formation of right habits. At the very start habits begin to form and, if wrong, it will take much time and energy to correct them. Music should be begun under a careful and competent teacher. Special attention is given to hand culture, finger exercises, scales, studies; the beginning of simple pieces, and hymns.

2. **Intermediate Courses.** Technical Exercises, scales arpeggios, double thirds and sixths, trills and octaves. Studies in the classics and continued hymn work; two years of harmony and one in History of Music with literary attainments equivalent to two years in our Academy.

3. **Advanced Course.** Continued classics and hymn work advanced Harmony and History, Counterpoint, Fugue, Music Composition and Biography. If the course be in voice, or any other instrument than piano, the Intermediate Course in piano is required. The graduate from this course must have literary attainments equivalent to our Academy.

Department Of Instruction

Piano.

This is the foundation instrument. The study of Music should usually be begun with this instrument. The course includes the usual technical studies offered by the best conservatories with selections from the great Masters, such as Handel, Bach, Haydn, Mozart, Beethoven, Mendelssohn, Chopin, Schumann, Liszt, etc. Each course includes hymn playing and song accompanying. All our pupils must be able to handle the piano for the public service of worship.

Voice.

There is no other instrument so perfect in structure or so great in its capacity to influence and move the world as the human voice. One of its greatest powers is song. But to be most useful it must be trained. The clear enunciation of the words, enforced by the personality of the singer and sustained by effective vocal tones, is at the basis of the vocal art, and is the aim of this course. Not the operatic, but the gospel singer, is our ideal. Not for the art's sake, but to bless, is the purpose. The work for beginners is careful study in sight reading and drill in singing. This is followed by advance chorus singing, gospel songs, anthems, oratorios. Several times during the year selections will be rendered in public services and entertainments. Individual lessons are given to those who wish special training. Some time is given to the classics, but special attention is centered on sacred song.

Violin.

To this family belong the violin, viola, violincello and double bass. The course includes all the essentials of elementary instruction and a most thorough training in the advanced grades. The player of this instrument may be a great help to the music in the Sunday School, the Church,

and Revival Meeting. Studies in the classics with constant practice in hymn playing.

Guitar and Mandolin.

These instruments are not only beautiful for home pleasure, but are useful for accompanying the voice, especially in gospel solo singing.

As soon as a student is sufficiently advanced on either of these instruments, he will be admitted to the Mandolin Club. The one hour per week of practice in this club and the occasional rendering of a selection in public are very helpful.

Brass and Reed Instruments.

Whenever there is sufficient call for instruction on these instruments, arrangements will be made for special lessons. The work at present is being done in connection with the Band and Orchestra.

Theory.

The required work in Theory includes sight reading, singing and playing; Harmony; Theory of Music; History of Music; and Biography. A part of this must be done in the Intermediate and a part in the Advanced grades.

Recitals.

A student's recital, lasting not longer than one hour, is held every two weeks. The purpose of these recitals is to stimulate the student to more earnest study and to accustom the student to performing in public.

All who are registered in the music department are expected to attend these recitals as a regular part of their work, and when assigned to take part must do so cheerfully.

Organizations.

Orchestra. This is an interesting and instructive feature of the music work. It affords splendid opportunity for drill. Students studying any orchestral instrument, and whose ability will permit, will be admitted to the tri-weekly orchestra work.

Mandolin Club. Students of the Mandolin and Guitar who are sufficiently advanced to carry a part will be admitted to the weekly drill of this club. An occasional selection will be rendered in public.

Brass Band. During the past year the University Band has done splendid work and rendered valuable assistance in several of the public programs. Beginners in the study of any band instrument will be admitted to the weekly drill, but will not be permitted to appear in public until able to carry their part.

Vocal Quartettes. Quartettes will be formed for both male and female voices. These Quartettes when able, will assist in the public programs and religious services. A ladies' quartette has done splendid work during the past year, not only at the University, but at conventions and revival meetings elsewhere. This is splendid training.

Chorus and Glee Clubs. A large chorus of mixed voices meets for an hour each week to drill in sacred songs, oratories, etc. When a sufficient number of men or women desire it, Glee Clubs will be organized. The drill one receives in these organizations is invaluable.

School Of Commercial Science

The progressive commercial spirit of our time has created a great demand for business training. This training should be obtainable under the wholesome and inspiring influence of a strong literary and religious institution. Business men have found that morality is of real worth, and are insisting that their employees have right character as well as technical training. The Christian school is the only school really able to give this.

The fault in much of the business training is, that it is built upon too superficial a basis. Bookkeeping or the shorthand and typewriting courses are taken up by those who are not competent in penmanship, spelling, English, or mathematics, and hence, when they have finished their course, are incompetent to hold a good position. While we have the shorter courses, we will issue certificates only to persons who by their work prove themselves competent in these common school branches. Only those who are already well equipped in the English branches should expect to get through in a short time. "A mushroom may grow in a night, but it takes time to grow an oak."

Our commercial work is divided into two parts, the degree course and the certificate course.

The Degree Course.

The Degree Course is a five year course offered to grammar school graduates, for the completion of which a diploma is issued conferring the degree of Bachelor of

Commercial Science (B. C. S.). This is the course we urge all our pupils to take, that they may be prepared to fill the better positions.

Outline Of Course.

<i>First Year—</i>	<i>Second Year—</i>	<i>Third Year—</i>
English I.....5	English II.....5	English IV.....5
History I.....5	History II.....5	History III.....5
Mathematics I...5	Mathematics II..5	Com'l Math....5
Physiography	Spelling and	Com'l Corres...5
and Botany....5	Penmanship ..5	Bible III.....2
Bible I.....2	Bible II.....2	
<i>Fourth Year—</i>	<i>Fifth Year—</i>	
Bookkeeping10	Shorthand5	
Com'l Geog. and Hist.... 5	Typewriting5	
Com. and Com'l Law.... 5	Mathematics5	
Bible 1	Economics and Finance..5	
	Bible1	

The Certificate Course

We offer two shorter courses for those who already have the other requirements; or, for those who are unable to take the degree course. In these shorter courses the work that is given is thorough, and will fit one for an office helper. By faithful work these courses may be finished in one year, but we will only issue a certificate when the work is up to the standard.

Outline of Course.

<i>Bookkeeping Course—</i>	<i>Stenography Course—</i>
Bookkeeping10	Shorthand5
English 5	Typewriting5
Com'l Arithmetic 5	Com'l Correspondence...5
Spelling and Penmanship. 5	Com'l. Arithmetic5
	Spelling and Penmanship.5

Description Of Courses.

Bookkeeping. The student begins by actually keeping a set of books, handling checks, notes, vouchers, and other papers necessary to the business transactions; and includes single and double entry, corporation accounting and banking; card and loose leaf systems.

Commercial Geography and History. A study of the products of the different nations, soil and climate, commercial relations, transportations, etc.; industrial history, etc.

Commercial Arithmetic. A thorough review of Arithmetic with special attention to commercial problems, profit and loss, interest, commission, discount, and partnership; also drill for speed and accuracy in making computations.

Commercial Correspondence. The writing of business letters, follow-up letters, business papers, advertising, and circular work; continued attention to correct English, spelling, and penmanship.

Common and Commercial Law. A study of the elementary principles of law; the laws relating to the more common transactions of business; laws governing checks, promissory notes, bills of exchange, bankruptcy partnership and contracts.

Spelling and Penmanship. Thorough drill is given in these branches which are absolutely essential to the success of the student. Special attention is paid to the terms used in business transactions.

Shorthand. The work begins with the theory of the subject, to get the principles thoroughly fixed. After this, simple dictation is commenced, followed by business letters, both general and technical. Attention is given to both accuracy and speed. One hour of lesson and one hour of practice required each day.

Typewriting. The instruction is individual, with a textbook. The touch system is taught. Stress is placed on

the mechanism and the care of the machine; exercise in fingering and speed; neatness, and accuracy. One hour of lesson and one hour of practice required each day.

School Of Art

This department offers to students while attending the other schools of the University the privilege of pursuing several different courses in Art. We are prepared to give courses in Freehand Drawing, Crayon Work, Water Colors, Oil Painting and China Decorating at the following prices.

In classes, per lesson, 2 to 4 hours.....50

Private, per lesson, 2 hours.....75

Grammar School

There is no more important work than the training of children. Much depends on getting the right start. Sometimes we fail with older persons because they are so completely poisoned before they come to us. It is quite easy to train the sapling but impossible to straighten the oak.

The absence of Christian training and oftentimes of moral training; the casting out of the Bible, hymn singing, and prayer; and the frequent presence of infidel or agnostic teachers in the public schools, have made it imperative upon us, for the right training of our children in the things we believe to be most vital to correct life, to open work in the Primary and Grammar grades.

The general course is very similar to that used in the public schools. Wherever possible the same text books are used. But we introduce regular Bible study and drill work in each year, and give attention to the moral and Christian training of the child. We employ the very best modern methods, we eliminate the mere "fads." We are somewhat old style and believe in the three R's; the foundations should be well laid. Youth is pre-eminently the time of memory; reason develops later. In these early grades we seek to fix the foundation principles and rules of the different branches of study in the mind.

Fearing that much of the lightness that develops in the later years is the result of a wrong start, we seek to impress every child at the very beginning that school is more than play. The work is made interesting by the sand-table, the scrap-book, etc., but these are a part of study. The child is at once made to realize the difference

between the school room and the play room. We begin at once to teach it to study.

The branches taught in the grade school are Bible, Reading, Writing, Arithmetic, English, History, Geography, Spelling, Music, Drawing, Physiology, Civics, Agriculture.

Outline Of Courses.

Bible. (a) Memory work. This begins in the first, and continues through the entire eight grades. Verses and portions are memorized. The book, chapter, and number is given with each verse. Later, outlines of Bible History, Facts about the Bible, etc., are memorized.

(b) Story work. This begins by the teacher telling simple Bible stories to the younger pupils. Gradually the children are taught to tell the stories themselves, and then to write them.

(c) Manual Work. This is the use of the sand-table, clay modeling, map-making, scrap-book, etc., in Bible study. It is a very effective method of conveying certain truths.

Reading. The Jones series of readers is used, supplemented by carefully selected classics, nature stories, and history stories. This work goes through the entire eight grades.

Writing. A part of the work of all grades. Much care is taken to produce good results in each child. A plain, neat, legible hand writing is the thing desired.

Arithmetic. Beginning with the reading of numbers, at the completion of the eight grades two text books have been completed. The tables and rules are memorized, and the reason is given for each step in the solution of problems. "Why did you do that?" is continually being asked.

English. The work begins with conversation and description. Plants, animals, and objects about the room are observed and talked about. The correct use of

personal pronouns, abbreviations, and capitals is taught; also letter writing. In the fourth grade formal grammar is commenced and two books are completed before leaving this department.

History. During the first four years, this work is carried on by means of story work, covering topics of national importance. In the remaining four years two books of United States History are completed.

Geography. Instruction begins with the study of directions, distance, and the physical features of the home country; the rivers, hills, prairie, and plant life of the country close at hand. With the fourth grade the formal text book is introduced, and Books I and II are completed with the eighth grade.

Spelling. Much careful attention is given to this branch of study. During the first two years, words in the reading books are used. The third year, the Speller, Book I, is taken up, and Book II is completed with the eighth grade.

Music. The singing of hymns and songs especially arranged for the children. Attention is given to tone, harmony, familiarity with musical terms, and note reading. The Music reader is introduced in the fourth grade.

Drawing. This work consists of drawing, modeling, paper cutting, crayon work, color work. Drawing from both copies and objects.

Physiology. Some work in Physiology and Hygiene, especially the simpler laws of health, the proper care of the body, is given by the teacher in the earlier grades. A formal text book is taken up in the fifth and completed in the sixth grade.

Civics. A brief elementary study of the government of both the state and nation is required during the eighth year.

Agriculture. The study of a splendid text book on Agriculture is begun with the seventh and completed in the eighth grade.

Student Roll

College of Liberal Arts

Burkholder, Ray S.	Kansas
Bouton, M. E.	Illinois
Crider, Edna	Indiana
Deale, Otis	Virginia
Deisenroth, Bruce	Illinois
Gould, J. Glen	Pennsylvania
Hodson, Lucile	Kansas
Jay, Eula	Illinois
Kauffman, Alvin	Michigan
Kauffman, Elmer	Michigan
Luchsinger, Geo.	North Dakota
Landers, Sophia	South Dakota
Livingston, Carrie	Illinois
McLemore, Grace	Indiana
Palmer, Harold I.	Maine
Shipley, Adam	Illinois
Willingham, T. W.	Illinois
Waltz, Olin	Illinois
Wininger, B. F.	Illinois
Willison, Leotus	Illinois
White, Ruth	Rhode Island

School of Theology

Anderson, Ethel	Illinois
Bever, Alroma	Indiana
Beck, Chas. H.	Kentucky
Blackburn, C. E.	Illinois
Prown, Chas. A.	Indiana
Carson, Esther E.	California
Carmichall, Barbara	Indiana
Eastman, Alva W.	Michigan
Jacobson, Jennie	Pennsylvania
Jenks, Elsie	Nebraska
Lampton, Grace	Illinois
McClaghry, Grace	Illinois
Morris, Pearl	Indiana
Matthewson, Guy	Illinois
Murphy, Joseph	Illinois
Pendry, C. E.	Illinois
Ryan, Cora M.	Illinois
Richard, Beatrice	Illinois

STUDENT ROLL

91

Stovall, I. T.	Missouri
Sieber, W. W.	North Dakota
Sharp, Myrta	Michigan
Sharp, Fred	Michigan
Stevenson, Von	Indiana
Strong, C. H.	Illinois
Trippet, Florence	Indiana
Trumble, Grace	Nebraska
Tompkins, John D.	Illinois
Welch, Bertha	Illinois
Ward, George	Ohio
Wells, L. T.	Kentucky

Academy

Anderson, Ethel V.	Illinois
Anderson, Naomi V.	Illinois
Allen, Glen L.	Kansas
Benner, Rollo B.	Illinois
Benner, Hugh C.	Illinois
Brown, Jesse W.	Iowa
Breuninger, Joshua	Maryland
Baldwin, Ethel	Illinois
Bemis, Ella C.	Indiana
Carroll, Raymond	Iowa
Catt, Hildred	Indiana
Canaday, Willis	Illinois
Canaday, Francis	Illinois
Coate, Orville	Illinois
Coate, Opal	Illinois
Coate, Stella	Illinois
Canaday, Hobart	Illinois
Canaday, Paul	Illinois
Dennis, Lula Fay	Illinois
Escobar, Manuela	Mexico
Ellyson, Joseph	Illinois
Ellis, Seva	Illinois
Faulkner, Alma	North Dakota
Faulkner, Mary	North Dakota
Faulkner, Robert	North Dakota
Faulkner, Georgia	North Dakota
Floyd, O. Denton	Illinois
Field, Adele	Iowa
Fry, Cecil	Illinois
Fischer, Essie	Illinois

Green, Theron	Michigan
Gardner, R. Wayne	Pennsylvania
Gilmore, DeEtte	Illinois
Gilmore, Homer	Illinois
Harris, Furman	North Dakota
Hagerty, Paul	Illinois
Harvey, Clara	Illinois
Jenkinson, Olive	Illinois
Knighton, J. R.	Virginia
Lanham, Ellen	Illinois
Livingston, Wilhelmina	Illinois
Livingston, Beulah	Illinois
Middleton, Wesley	Illinois
Metz, E. L.	Indiana
Muse, Eltie	Kentucky
Massie, Sidney	Ohio
Mellert, Grace	Illinois
Mellert, Elmer	Illinois
Mayhugh, Esther	Illinois
Morris, C. Emerald	Illinois
Murray, Lillian	Illinois
Noblett, Mary Katie	Kentucky
Nees, Lois	North Dakota
Obrecht, Albert	Illinois
Pendry, C. S.	Illinois
Pond, Carl	Illinois
Richards, Paul	Illinois
Richards, Dwight	Illinois
Richards, Kenneth	Illinois
Reddick, Glenn	Illinois
Ragle, Merrill	Florida
Schonk, Edgar	Missouri
Surber, Ralph	Illinois
Surber, Wilmer	Illinois
Spang, Kenneth	Illinois
Smith, Lela	Illinois
Shelby, Joseph E.	Illinois
Thompson, W. T.	Illinois
Turner, Ora L. J.	Illinois
Turner, E. E.	Illinois
Williams, Grover L.	Virginia
Willingham, Flora	Illinois
Willingham, Kathleen	Illinois
White, Clarence	Illinois
White, Harry	Illinois

Willison, James	Illinois
Waltz, Lois G.	Illinois
Williams, Raymond	Iowa
Walters, Albert	Indiana

School of Music

Piano

Aronhalt, Blanche	Indiana
Anderson, Ethel	Illinois
Baldwin, Ethel	Illinois
Bearinger, Clayton	Michigan
Benner, Hugh	Illinois
Crider, Edna	Indiana
Catt, Hildred	Indiana
Dillon, Ruby	Illinois
Douce, Josephine	Ohio
Dain, Ethel	Illinois
Ellis, Seva	Illinois
Escobar, Manuela	Mexico
Ellyson, Ruth	Illinois
Field, Adele	Iowa
Faulkner, Alma	North Dakota
Faulkner, Georgla	North Dakota
Hagerty, Paul	Illinois
Hunsicker, Gladys	Iowa
Hodson, Lucile	Kansas
Jenks, Elsie	Nebraska
Keister, Roger	Illinois
Livingston, Charlotte	Illinois
Livingston, Carrie	Illinois
Landers, Ellen	South Dakota
Luchsinger, Irene	North Dakota
Levan, Ella	Kansas
McClaghry, Grace	Illinois
Monroe, Grace	Illinois
Morris, Julia	Illinois
Nees, Lois	North Dakota
Payne, Irene	Illinois
Payne, Ruth	Illinois
Peter, Helen	Indiana
Peck, Leona	Illinois
Pond, Carl	Illinois
Ryan, Cora	Illinois
Richards, Grace	Illinois

Richards, Kenneth	Illinois
Richards, Paul	Illinois
Richards, Ruth	Illinois
Smith, Lela	Illinois
Staples, Agnes	California
Sharp, Bernice	Michigan
Smith, Edith	Illinois
Surber, Ralph	Illinois
Surber, Wilmer	Illinois
Trumble, Grace	Nebraska
Trippet, Florence	Indiana
Wise, Lois	Ohio
Ward, Mary	Ohio
Willison, Florence	Illinois
Winget, Hester	Ohio
Willingham, Ruth	Illinois
Weibel, Viola	Illinois

Harmony

Averill, Dana	Texas
Benner, Hugh	Illinois
Benner, Lawrence	Illinois
Dain, Ethel	Illinois
Ellyson, Ruth	Illinois
Field, Adele	Iowa
Hodson, Lucile	Kansas
Livingston, Carrie	Illinois
Nees, Lois	North Dakota
Peter, Helen	Indiana
Richards, Grace	Illinois
Richards, Paul	Illinois
Trippet, Florence	Indiana
Staples, Agnes	California
Willison, Florence	Illinois

History of Music

Averill, Dana	Texas
Benner, Hugh	Illinois
Benner, Lawrence	Illinois
Benner, Rollo	Illinois
Dain, Ethel	Illinois
Ellyson, Ruth	Illinois
Field, Adele	Iowa
Livingston, Carrie	Illinois

Richards, Grace	Illinois
Staples, Agnes	California
Willingham, Ruth	Illinois

Mandolin

Anderson, Naomi	Illinois
Benner, Rollo	Illinois
Dain, Ethel	Illinois
Floyd, Mary	Illinois
Floyd, Denton	Illinois
Richards, Ruth	Illinois
Richards, Grace	Florida
Ragle, Merrill	Illinois
Smith, Lela	Illinois

Guitar

Anderson, Ethel	Illinois
Landers, Ellen	South Dakota

Violin

Brown, Allene	Indiana
Ellyson, Edith	Illinois
Gordon, Ralph	North Dakota
Keister, Jean	Illinois
Luchsinger, George	North Dakota
Livingston, Carrie	Illinois
Richards, Dwight	Illinois
Staples, Agnes	California
Williams, Richard	Illinois
Woodward, Clifford	Illinois

Voice

Aronhalt, Blanche	Indiana
Breuninger, Joshua	Maryland
Pearinger, Clayton	Michigan
Baldwin, Ethel	Illinois
Dain, Ethel	Illinois
Ellyson, Ruth	Illinois
Faulkner, Georgia	North Dakota
Field, Adele	Iowa
Gordon, Ralph	North Dakota
Hodson, Lucile	Kansas
Hill, Zeora	Illinois
Hunsicker, Gladys	Iowa
Hagerty, Paul	Illinois
Jenks, Elsie	Nebraska
Jacobson, Jennie	Pennsylvania

Livingston, Beulah	Illinois
Landers, Sophia	South Dakota
Obrecht, Albert	Illinois
Peter, Helen	Indiana
Surber, Ralph E.	Illinois
Staples, Agnes	Illinois
Stevenson, Von	California
Trumble, Grace	Illinois
Willingham, Flora	Nebraska
Willison, Viola	Illinois
Wise, Lois	Iowa

School of Oratory

Anderson, Nellie	Illinois
Allen, Glen	Kansas
Breuninger, Joshua	Maryland
Bever, Alroma	Indiana
Bemis, Ella	Indiana
Brown, Jesse	Iowa
Burkholder, Ray	Kansas
Routon, Mack	Illinois
Blackburn, Chas.	Illinois
Brown, Chas. A.	Indiana
Deisenroth, Bruce	Illinois
Deal, Otis	Virginia
Ellis, Seva	Illinois
Eastman, Alva	Michigan
Green, Theron	Michigan
Harris, Furman	North Dakota
Hodson, Lucile	Kansas
Harvey, Clara	Illinois
Jacobson, Jennie	Pennsylvania
Jenkinson, Olive	Illinois
Kauffman, Alvin	Michigan
Lampton, Grace	Illinois
Landers, Sophia	South Dakota
Livingston, Carrie	Illinois
Luchsinger, George	North Dakota
Metz, Emin	Indiana
Mayhugh, Esther	Illinois
McLemore, Grace	Indiana
McClaghry, Grace	Illinois
Obrecht, Albert	Illinois
Palmer, Harold	Maine

Peter, Helen	Indiana
Pendry, Chester	Illinois
Richard, Beatrice	Illinois
Ryan, Cora	Illinois
Stevenson, Von	Indiana
Staples, Agnes	California
Sharp, Myrta	Michigan
Sharp, Fred	Michigan
Sieber, W. W.	North Dakota
Trippet, Florence	Indiana
Trumble, Grace	Nebraska
Williams, Grover	Virginia
Walters, Albert	Indiana
Welch, Bertha	Illinois
Ward, George	Ohio
Willingham, T. W.	Illinois

Grammar School

Anderson, Herbert	Indiana
Bridgewater, Reuben	Illinois
Bridgewater, Leon	Illinois
Brown, Allene Mary	Indiana
Burger, Olive Eliza	Illinois
Burger, Eva	Illinois
Burger, Lawrence	Illinois
Beainger, Clayton	Michigan
Carey, Francis E.	Illinois
Canaday, Arilla	Illinois
Coate, Ralph	Illinois
Dennis, Mildred	Illinois
Dennis, Harold	Illinois
DeWeerd, Eunice	Illinois
DeWeerd, Paul	Illinois
Dodson, L. W.	Illinois
Davis, Tilden, H.	Indiana
Dillon, Ruby	Illinois
El'yson, Edith	Illinois
Floyd, Paul	Illinois
Floyd, John	Illinois
Floyd, Mary	Illinois
Floyd, James	Illinois
Gilmore, Jahleel	Illinois
Gilmore, Ruebel	Illinois

Gimore, Ruth	Illinois
Gilmore, Raymond	Illinois
Herrell, Samuel	Illinois
Herrell, Joseph	Illinois
Harvey, John	Illinois
Hollingsworth, Ferdinand	Illinois
Keister, Roger	Illinois
Keister, Jean	Illinois
Kell, Marlin	Illinois
Livingston, Charlotte	Illinois
Levan, Ella	Kansas
McKinnon, J. H.	Ohio
Mendenhall, Robert	Illinois
Mellert, Opal	Illinois
Morgan, Merville	Pennsylvania
Muse, Sam	Kentucky
Middleton, Kirby	Illinois
Morris, Julia	Illinois
Mains, Claud	Colorado
Niles, Sanford	Illinois
Pettit, Carrie	Illinois
Reisinger, Herbert	Illinois
Romaine, Earl	Illinois
Roettinger, Ruth	Illinois
Roettinger, Paul	Illinois
Richards, Ralph	Illinois
Richards, Ruth	Illinois
Shelby, Esther	Illinois
Shelby, Ruth Naomi	Illinois
Sitton, Graham	Illinois
Sitton, Ruth	Illinois
Shepherd, Olivia C.	Louisiana
Sharp, Bernice	Michigan
Smith, Francis	Illinois
Smith, Thomas	Illinois
Smith, Virginia	Illinois
Smith, Edith	Illinois
Smith, Zella	Illinois
Smith, Margaret	Illinois
Smith, Naomi	Illinois
Stroup, Mary Esther	Illinois
Stroup, Pauline	Illinois
Thuman, Preston	Indiana
Trimble, Kenneth	Illinois

Turner, Ruth	Illinois
Weibel, Viola	Illinois
Williams, Richard	Illinois
Willingham, John	Illinois
Wolcott, Clarence	Illinois
Woodward, Earl	Illinois
Woodward, Clifford	Illinois
White, Mae	Illinois

School of Commercial Science

Shorthand

Anderson, Nellie May	Illinois
Aronhalt, Blanche	Indiana
Dent, Beulah	Illinois
Keller, Roy	Illinois
Monroe, Grace	Illinois

Typewriting

Anderson, Nellie May	Illinois
Dent, Beulah	Illinois
Hunsicker, Gladys	Iowa
Keller, Roy	Illinois
Monroe, Grace	Illinois
Aronhalt, Blanche	Indiana
Richards, Ralph	Illinois
Richards, Kenneth	Illinois

